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ABSTRACT

This report describes a needs assessment study conducted prior to the design of a plan for a national demonstration of educational sex equity in the Lincoln County, Oregon, public schools. Two of the study's major purposes were to identify district wide attitudes and experiences pertaining to sex equity, and to provide a context for identifying strategies and selecting materials for use during the plan's implementation. Students, teachers, community representatives, administrators, support staff, and recent graduates were surveyed to assess attitudes toward existing sex equity programs, counseling services and extracurricular activities, as well as awareness of sex equity legislation. Also explored were student employment experiences, knowledge of the work force, peer interactions, student staff interactions, and teacher inservice training experiences. Results indicated general agreement as to the need for: (1) more information about sex equity laws and issues; (2) more specific information about non-sexist teaching strategies; (3) more career information for the students; and (4) more encouragement for students to take nontraditional elective courses. In addition to discussion and extensive data of the results of the study, this report includes a summary of district wide implications of the findings, survey questions indexed by topic and audience, and copies of the questionnaires used in the needs assessment. (Author/JCD)

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ED212695

National Demonstration of Educational Equity for Women: Design Phase

SEX EQUITY IN LINCOLN COUNTY SCHOOLS

A Report of a Needs Assessment

Prepared by

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When this project began, one of the first tasks was to form a Community Advisory Committee. We believed then--and we believe now--that the work of such a committee is critical to the life of a project. We thank all members of the Community Advisory Committee for their time and effort not only for the needs assessment but also for the project as a whole. Many members of the Community Advisory Committee agreed to take on additional tasks related to collecting the needs assessment data. In addition, others volunteered to help us in this rather large and sometimes cumbersome undertaking. The names of those who helped appear on the following page. We sincerely thank each and every one for his or her help.

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Introduction

In September 1979 the Northwest Regional Educational Laboratory (NWREL), in collaboration with the Lincoln County School District (LCSD) in Oregon, was awarded a contract by the Women's Educational Equity Act Program (WEEAP) of the U.S. Education Department to design a plan for a national demonstration of educational equity. A major portion of the design effort involved developing and conducting a needs assessment of the Lincoln County School District which would:

1. identify districtwide patterns of attitudes toward and experiences in the area of sex equity.
2. assist in the selection of sites for the implementation phase of the national demonstration project.
3. provide a context for identifying strategies and selecting materials for use during the implementation phase of the project.

This report responds to the first and third purposes. Some districtwide patterns in the area of sex equity have been identified, and the report itself represents a context for identifying strategies and materials for implementation. The second purpose, that of selecting sites for implementation, was met in part by developing a series of site profiles using the needs assessment data.

In the remaining sections of this document, the methodology used in designing and conducting the needs assessment is discussed and the major findings for students, teachers, and other audiences concerning their views on sex equity are presented. A concluding statement of the districtwide implications of the findings appears as the final section of this report. In the appendices, the reader will find the questions indexed by topic and audience, the instructions for the administration of the questionnaires, and copies of the questionnaires used in the needs assessment, and supplementary data from newspaper questionnaires and telephone interviews.

Methodology

The needs assessment for Lincoln County School District was designed by project staff working closely with the project's Resource Board and Community Advisory Committee. Technical assistance was provided by staff from the NWREL who have expertise in item development, questionnaire design and data analysis. The steps involved in developing and conducting the needs assessment are described here.

Step #1: Selecting the Population for the Needs Assessment

Early in the life of the project, project staff together with the Resource Board defined those populations whose opinions about sex equity should be taken into consideration in designing and developing both a comprehensive sex equity program in Lincoln County and a national demonstration site. The populations selected for the needs assessment were as follows:

- Students in grades 3, 6, 8, 10 and 12
- Teachers and teacher aides from all district schools
- Administrators
- Classified staff
- Members of the Lincoln County School Board and Local School Committees
- Representatives of the community
- Recent graduates of Lincoln County School District

Step #2: Selecting the Topic Areas to be Assessed

Given the populations to be surveyed, project staff together with the Resource Board identified a number of topic areas to help in defining the actual content of the needs assessment. The initial list of topic areas was as follows:

- Attitudes towards Existing Equity Programs and Materials
- Need for and Acceptance of New Equity Programs and Materials
- Awareness of Sex Equity Legislation
- Problems and Concerns in the Area of Sex Equity
- Experience in and Attitudes Toward Elective Courses
- Experience in and Attitudes Toward Physical Education Courses and Athletics
- Experience in and Attitudes Toward Counseling Services
- Experience in and Attitudes Toward Extracurricular Activities
- Experience in and Attitudes Toward Awards
- Experience in and Attitudes Toward Discipline
- Experience in Student Employment
- Student/Staff Interactions
- Peer Interactions
- Achievement
- Knowledge of the Work Force
- Compensation
- Inservice Training
- Careers
- Libraries

Step #3: Selecting the Methods for the Assessment

Having selected the populations and generated a list of initial needs assessment topics, project staff and the Resource Board then

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proceeded to identify the ways in which data could be collected from each of the identified groups. The methods for the needs assessment for each of the specified groups appear below:

- Students: Questionnaires were completed in class by all students present on the day of administration in all 20 schools in the district in grades 3, 6, 8, 10 and 12. (Grade 3 was selected to represent the lower primary grades. The reliability of questionnaires below this grade level was not expected to be satisfactory. Grade 6 represented upper primary students. Grade 8 was selected as representative of junior high. Grades 10 and 12 were used to represent high school conditions. Original plans were to start with grade 3 and sample every third grade, but this would have omitted students in two-year junior high schools. Thus, more grades were used than originally planned.)

- Teachers and Teacher Aides: A questionnaire was completed by all teachers/teacher aides at all grade levels in all schools in Lincoln County.

- Administrators: A questionnaire was completed by all administrators during a districtwide administrators' meeting.

- Classified Staff: A questionnaire was distributed to a sample of classified staff in all schools.

- Local School Board: A questionnaire was completed by all school board members following distribution at a school board meeting.

- Local Community Representatives: Telephone interviews were conducted by the members of the Needs Assessment Task Force (a subgroup of the project's Community Advisory Committee), and a questionnaire was distributed to a sample of community service club members, and a brief questionnaire was printed in the local newspaper.

- Recent Graduates: A questionnaire was mailed to all of graduates of two largest high schools in the district.

Step #4: Determining the Number of Respondents

Project staff together with the Resource Board decided that the primary groups for the needs assessment should be current students and teachers/teacher aides. Without sufficient data from students and teachers, project staff would not be confident that the needs

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identified were actually representative of needs throughout Lincoln County. Thus, an attempt was made to include all students in the specified grades and all teachers/teacher aides in the needs assessment. The same procedure was used with building and district office administrators and with 1979 graduates from two major high schools in the County. All school board and local school committee members present at the school board meeting when the questionnaire was distributed were asked to complete the needs assessment survey instrument. Representatives of community businesses were selected from the telephone book by using a table of random numbers. Individual community members were also randomly selected from a telephone book which encompassed all communities of interest. A questionnaire was distributed at a meeting of a community service club. A random sample (20 percent) of the certified staff was selected to be part of the needs assessment. Tables 1 and 2 indicate the number of persons who completed the questionnaires used for this report.

Step #5: Developing the Questionnaire Items

Evaluation and measurement specialists from NWREL next began the process of developing items for each area to be assessed and for each population to be surveyed. Initially, over 800 items were generated. Table 3 shows the number of items developed for each audience.

Every attempt was made to keep the language simple, the meaning clear, and the content appropriate for the topic area. The initial survey items were reviewed by the Resource Board and by project staff. The consultants from NWREL together with the Resource Board and project staff identified needed changes which were then executed by the consultants. Where possible, parallel items were written and

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used on different forms of the questionnaires. For example:

- Girls are smarter than boys.
- Boys are smarter than girls.

Some items were presented in the negative form; others were presented in the positive form. A number of items were repeated across audiences. For example, students in the 8th, 10th and 12th grades all responded to the following item:

- I get to participate in the sports I want to.

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Table 1

NUMBER OF TEACHER/TEACHER AIDE AND STUDENT RESPONDENTS BY SCHOOL

SCHOOLS	TEACHER/ TEACHER AIDES	3RD GRADE STUDENTS	6TH GRADE STUDENTS	8TH GRADE STUDENTS	10TH GRADE STUDENTS	12TH GRADE STUDENTS
Arcadia	12	41	66	--	--	--
Delake	12	37	--	--	--	--
Eddyville	17	21	23	15	14	11
Harrison	10	18	--	--	--	--
Oceanlake	10	--	28	--	--	--
Rose Lodge	7	11	15	--	--	--
Sam Case	15	57	54	--	--	--
Siletz	24	18	22	23	32	20
Taft Elementary	21	37	38	--	--	--
Waldport Elementary	37	50	51	--	--	--
Yachats	5	12	8	--	--	--
Yaquina	19	37	50	--	--	--
Lincoln Junior High	18	--	--	108	--	--
Taft Junior High	*	--	--	76	--	--
Toledo Junior High	30	--	--	78	--	--
Waldport Junior High	13	--	--	54	--	--
Newport High School	28	--	--	--	108	87
Taft High School	21	--	--	--	104	51
Toledo High School	**	--	--	--	62	50
Waldport High School	8	--	--	--	46	53
TOTAL	307	339	355	354	366	272

*Taft Junior High teachers included with Taft elementary school.
**Toledo High School teachers included with Toledo Junior High School.

Table 2

NUMBER OF RESPONDENTS NOT CLASSIFIED BY SCHOOL

	n
Administrators	18
School Board	23
Classified Staff	24
Community--Service Club Questionnaire	17
Community--Telephone Survey	32
Community--Newspaper Questionnaire	18
Recent Graduates	18

Table 3

TOTAL NUMBER OF ITEMS GENERATED FOR INITIAL NEEDS ASSESSMENT QUESTIONNAIRES

	Questionnaire Form				
Audience	A	B	C	D*	Total
3rd Grade	24	--	--	--	24
6th Grade	20	20	--	--	40
8th Grade	41	33	48	41	163
10th Grade/12th Grade	42	42	48	33	165
Teachers/Teacher Aides	74	--	--	--	74
Classified Staff	65	--	--	--	65
Recent Graduates	40	--	--	--	40
Administrators	74	--	--	--	74
School Board Members	61	--	--	--	61
Community Members	60	--	--	--	60
Community Service Club Members	37	--	--	--	37
TOTAL					803**

*Collapsed with Form C for the final Form C questionnaire.

**Where appropriate, items were used at more than one grade level. Thus, the total includes duplicate items.

Step #6: Pilot Testing the Student Items

Student questionnaires for the needs assessment were pilot tested over a two-week period. Approximately 30 students from each of grades 3, 6, 9, and 11 completed one form of the questionnaire. Teachers of the pilot test students also commented on the wording of questions.

Step #7: Revising the Needs Assessment Questionnaire Items

After the pilot test, all items were reviewed. Items that were frequently skipped were reworded or discarded. Teacher and Community Advisory Committee member comments about language and format were used to simplify questions. Some questions which showed no response variation across students were either reworded or eliminated.

A final review of the questionnaires was made in an effort to reduce the number of questions and questionnaire forms. The number of questions for each topic area was balanced and redundancies across forms were eliminated. As a result of the revisions, 16 questionnaires with approximately 203 different items were developed. Nine forms of the student questionnaire, each containing from 20 to 32 items, were developed. The remaining seven questionnaires contained from nine to 64 items each. The actual questions administered and analyzed for this report are included in the Appendices.

Step #8: Conducting the Needs Assessment

Project staff worked closely with a number of key persons in the district in conducting the needs assessment. All those persons mentioned earlier in the Acknowledgments section of this report helped in the needs assessment. Almost 30 people, a number of whom also serve on the project's Community Advisory Committee, volunteered to conduct interviews or distribute and collect questionnaires.

In all cases, instructions were provided for each person helping in this phase of the project. Appendix B contains directions for giving questionnaires.

Step #9: Analyzing the Data

All questionnaires were coded according to audience, school, grade level (for students) and sex (for students). After NWREL consultants developed keypunching directions, all questionnaires were then keypunched and verified. The Statistical Package for the Social Sciences (SPSS) computer programs were used to analyze the data. The data were analyzed in terms of the frequency and percentage of persons who responded in a given way to each item. For the student data, frequencies and percentages were run separately for boys and girls.

Because the focus of this report is at the district level, frequencies and percentages were compiled across schools in order to give a districtwide profile. Thus, the data presented in this report represent one segment of the entire needs assessment. Data organized by school are being used to form site profiles for the implementation strategy of the national demonstration.

Step #10: Collapsing the Topic Areas

Following the initial computer run, the Resource Board met with project staff to review the initial findings. At that time, the Resource Board recommended that the topic areas be collapsed. The final topics agreed upon by the Resource Board and the project staff are as follows: (1) Physical and Extracurricular Activities; (2) Careers and Employment; (3) Recognition; (4) Student-Staff Interaction; (5) Peer Interaction; (6) Equity Programs and Materials; and (7) Electives.

Results

Student Views on Sex Equity

Introduction

Results of the student needs assessment in sex equity are presented by grade level (third, sixth, eighth, tenth, and twelfth). Within each grade level, findings are generally organized by the following topic areas:

1. Physical and extracurricular activities
2. Careers and employment
3. Recognition
4. Student-staff interaction
5. Peer interaction
6. Equity programs and materials
7. Electives

Within each topic area, differences between boys' and girls' responses are discussed. Tables mentioned in the text are located at the end of the narrative for each grade level.

Third Grade

A total of 177 boys and 157 girls responded to the 20-item, third grade questionnaire. In the area of physical activities (Table 4), girls and boys do not differ significantly in their ideas about who plays what games at recess: both sexes play on the swings while jump rope is primarily a girl's activity and kickball is primarily a boy's activity. However, in response to the question, "Who is good at sports?," most girls respond that both sexes are, while most boys respond that only boys are good at sports.

In the area of careers and employment, both boys and girls perceive that girls are most likely to be nurses, that boys are more likely to work for the fire department, and that either boys or girls might become teachers (Table 5).

Table 6 and 7 show the findings in the areas of recognition and student-staff interaction. Most girls and boys think both sexes are good at arithmetic, reading, science, and art. There is a tendency for boys to respond "only boys" and for girls to respond "only girls" more often than choosing the opposite sex as good at something. Table 7 indicates little diffference between boys and girls in their perceptions of who gets into trouble the most. About half the students think boys do and about half think both girls and boys get into trouble. Both sexes think teachers like teaching both boys and girls.

In the area of peer interaction, most girls think that both boys and girls are good leaders (Table 8). However, nearly a third of the boys feel that only boys make good leaders.

In the area of curriculum and classroom activities, there are again some differences in the perceptions of girls and boys. Boys are more likely to respond that only boys would build birdhouses in a story, while girls are more likely to respond that only girls would bake cookies.

Overall, perceptions seem to fall into sex-stereotyped patterns: boys are more likely to build birdhouses or mow lawns while girls are more likely to bake cookies (Table 9). Both sexes feel that boys and girls should help the teacher with classroom chores, while boys are more likely than girls to respond that only boys are important in American history.

Summary

There are some differences in the way girls and boys perceive certain items (e.g., Who is good at sports? Who is a good leader? Who was important in American history?). There are also some areas where both boys and girls feel that an activity is more appropriate for one sex than the other (e.g., playground activities, careers, who gets in trouble most, who builds birdhouses, mows lawns, or bakes cookies).

Table 4

PHYSICAL ACTIVITIES
Third Grade

Item	Percent Responding					
	"Only Boys"		"Boys and Girls"		"Only Girls"	
	Boys	Girls	Boys	Girls	Boys	Girls
4. Who plays on the swings during recess?	5	2	83	87	9	8
11. Who plays jump rope during recess?	3	0	31	26	63	73
12. Who plays kick-ball during recess?	55	62	42	35	1	0
20. Who is good at sports?	53	30	42	66	1	2

Table 5

CAREERS AND EMPLOYMENT
Third Grade

Item	Percent Responding					
	"Only Boys"		"Boys and Girls"		"Only Girls"	
	Boys	Girls	Boys	Girls	Boys	Girls
6. Who might be a nurse?	2	0	24	22	72	77
14. Who might work for the fire department?	73	74	22	25	1	0
19. Who might be a teacher?	6	2	71	70	19	25

Note: Percentages may not total 100% due to blanks and multiple responses.

Respondents: Boys = 177 Girls = 157

Table 6

RECOGNITION
Third Grade

	Percent Responding					
	"Only Boys"		"Boys and Girls"		"Only Girls"	
Item	Boys	Girls	Boys	Girls	Boys	Girls
10. Who is good at arithmetic?	14	7	79	82	5	8
13. Who is good at reading?	10	1	84	90	3	7
17. Who is good at science?	21	12	73	78	3	6
18. Who is good at art?	14	2	80	85	2	9

Table 7

STUDENT-STAFF INTERACTION
Third Grade

	Percent Responding					
	"Only Boys"		"Boys and Girls"		"Only Girls"	
Item	Boys	Girls	Boys	Girls	Boys	Girls
2. Who gets into trouble the most?	41	54	49	41	7	0
5. Who do teachers like to teach?	5	0	86	92	6	5

Note: Percentages may not total 100% due to blanks and multiple responses.

Respondents: Boys = 177 Girls = 157

Table 8

PEER INTERACTION
Third Grade

Item	"Only Boys" Boys	"Only Boys" Girls	"Boys and Girls" Boys	"Boys and Girls" Girls	"Only Girls" Boys	"Only Girls" Girls
16. Who is a good leader?	31	8	61	80	6	10

Percent Responding

Table 9

CURRICULUM--CLASSROOM
Third Grade

Item	"Only Boys" Boys	"Only Boys" Girls	"Boys and Girls" Boys	"Boys and Girls" Girls	"Only Girls" Boys	"Only Girls" Girls
9. Who might build a birdhouse in a story?	57	44	36	48	4	4
3. Who might mow the lawn in a story?	61	59	33	33	3	3
15. Who might bake cookies in a story?	5	1	25	15	66	82
7. Who was important in American history?	48	33	49	61	1	3
1. Who should help the teachers erase blackboards?	9	2	79	90	9	3
8. Who should help the teacher collect books?	16	6	71	81	10	10

Percent Responding

Note: Percentages may not total 100% due to blanks and multiple responses.

Respondents: Boys = 177 Girls = 157

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Sixth Grade

A total of 169 boys (Form A--84, Form B--85) and 176 girls (Form A--111, Form B--65) responded to the sixth grade questionnaires. Each of the two forms contained 20 items for a total of 39 items since one item overlapped on both forms. The two forms included several parallel items. In some cases, an item on one form was stated as a "should," and the parallel item on the other form was stated as an "is." In other cases, an item on one form was stated as something boys do and the parallel item on the other form was stated as something girls do. These parallel items are grouped together within a topic area for ease of interpretation in the tables which follow.

Physical and Extracurricular Activities

Table 10 presents the results from ten items on the topic of physical and extracurricular activities. In gym classes, both boys and girls are about equally split on the question of whether classes should be separate. Both sexes agree that gym activities are the same for girls and boys. Are girls better at sports than boys are? Over 90 percent of the boys think girls are not better at sports compared to only 53 percent of the girls. Seventy-one percent of boys agree that boys are better at sports than girls, but only 24 percent of the"girls agree with that statement. Like the third grade students, there is some difference of opinion between sexes in the sixth grade as to who is good at sports.

Should certain school activities be for girls only? Over half of the girls think so but only a third of the boys think so. Similarly, over half of the boys think certain school activities should only be for boys while only 41 percent of the girls agree.

How do these "shoulds" differ from actual perceptions? Less than a third of both sexes believe that only girls do certain school activities while 54 percent of the boys and 37 percent of the girls think only boys do certain school activities. It seems that the majority of each sex thinks they should have some activities for their sex only, but less than half believe this to be a reality.

Should and do boys and girls play the same games during recess? Thirty-one percent of the boys think they should and 29 percent think they do. However, there is some discrepancy between the "should" and reality for girls: thirty-seven percent of the girls think they should play the same games, yet 53 percent report that they do.

Careers and Employment

In the area of careers and employment, over half of both sexes feel that nontraditional activities and careers are okay. However, girls are more accepting than boys, especially for the item, "It is okay if a boy wants to be a nurse (Table 11).

Recognition

Table 12 shows some sex differences concerning whether or not boys are smarter than girls and vice versa. Ony 8 percent of girls think the statement "Boys are smarter than girls" is true; whereas 23 percent of the boys think the converse "Girls are smarter than boys" is true. In reading and math, girls and boys are about equally likely to say their own sex is good at the subject, while girls are much less likely than boys to say the opposite sex is good at the subject. In all cases, students think they are better at reading than at math. The majority of both boys and girls disagree with the statement "Boys like to study science more than girls do."

Student-Staff Interaction

Table 13 presents the results for the topic of student-staff interaction. Nearly half the boys believe that teachers like girls better than boys, but only 18 percent of the girls think that is true. A minority of boys and girls (11 percent and 20 percent) think teachers like boys better than girls. Nearly everyone agrees that girls and boys should follow the same rules, and the majority agree that boys get into trouble more often.

Peer Interaction

As Table 14 shows, most boys would prefer to have another boy in charge of a project, while only 11 percent of girls would be satisfied with that. However, only 42 percent of the girls feel they are better leaders than boys.

Equity Programs and Materials

In the area of programs and materials, Table 15 shows that about two-thirds of the boys would like to learn more about famous men while only 37 percent of the girls have such an interest. Less than half of both girls and boys want to learn more about famous women. The majority of boys and girls agree that they have learned about famous men in school, while significantly fewer report that they have learned about famous women. The school library is not generally perceived by either sex as having special sections with books for boys or girls.

The majority of students do not find the stories they read to be sex-stereotyped (e.g., only boys build things, only girls cook). However, less than a fourth of the students report that girls are scientists in stories they have read. Most students feel the school should give girls and boys the same opportunities and are glad that the district is doing so.

Summary

Like the third graders, sixth grade boys think they are better at sports than girls are, but the girls do not agree. Both sexes would like to have some school activities exclusively for their sex, but less than half think it is a reality. Girls seem to be more accepting than boys about either sex entering a nontraditional career, but are less lenient than boys in their opinions about the scholastic abilities of the opposite sex. Boys tend to think that teachers like girls better than boys, but fewer girls agree with that statement. This may be related to the fact that both groups agree that boys get into trouble more often than girls.

In the curricular area, fewer students report having learned about famous women than about famous men. However, there is also less interest in learning about famous women. The school library and stories read by students are not seen as particularly biased. Both girls and boys appear to believe in the idea of equal opportunity.

Table 10

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Sixth Grade

	Percent Responding							
	TRUE		true		false		FALSE	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 12. Boys and girls should have separate gym classes.	22	19	20	20	24	14	34	48
A 7. Boys and girls do the same things in gym.	55	60	35	29	6	9	2	3
A 20. Girls are better at sports than boys are.	2	9	5	34	23	36	68	17
B 20. Boys are better at sports than girls are.	40	5	31	19	19	17	11	59
A 1. Certain school activities should only be for girls.	4	20	29	33	26	26	40	21
B 6. Only girls do certain school activities.	9	8	24	22	37	40	29	31
B 18. Certain school activities should only be for boys.	29	15	25	26	21	23	24	34
A 8. Only boys do some school activities.	13	15	30	22	33	32	19	30
B 19. Boys and girls should play the same games during recess.	9	12	22	25	28	22	40	42

(continued)

Table 10 (continued)

Item	TRUE Boys	TRUE Girls	true Boys	true Girls	false Boys	false Girls	FALSE Boys	FALSE Girls
	Percent Responding							
A 16. Boys and girls play the same games during recess.	8	21	21	32	35	27	29	20

Table 11

CAREERS AND EMPLOYMENT
Sixth Grade

Item	TRUE Boys	TRUE Girls	true Boys	true Girls	false Boys	false Girls	FALSE Boys	FALSE Girls
	Percent Responding							
B 17. It is okay if a boy wants to bake cookies.	78	91	15	9	1	0	5	0
A 13. It is okay if a girl wants to build a bird-house.	58	87	30	8	7	4	4	1
A 18. It is okay if a boy wants to be a nurse.	24	51	35	26	14	10	24	12
B 11. It is okay if a girl wants to be a firefighter.	47	74	31	23	8	2	13	2

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A—Boys = 84 Girls = 111
Form B--Boys = 85 Girls = 65

Table 12

RECOGNITION
Sixth Grade

Item	Percent Responding							
	TRUE		true		false		FALSE	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 10. Boys are smarter than girls.	13	0	33	8	39	32	14	59
A 12. Girls are smarter than boys.	6	18	17	32	29	23	45	27
B 14. Boys in my class are usually good at reading.	24	5	59	51	14	25	4	20
A 15. Girls in my class are usually good at reading.	17	33	64	53	14	12	1	1
A 2. Boys in my class are usually good at arithmetic.	11	3	61	35	26	46	2	16
B 3. Girls in my class usually good at arithmetic.	21	14	54	62	12	19	11	6
A 6. Boys like to study science more than girls do.	12	10	23	17	32	32	31	38

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 111
Form B--Boys = 85 Girls = 65

Table 13

STUDENT-STAFF INTERACTION
Sixth Grade

Item	TRUE Boys	 Girls	true Boys	 Girls	false Boys	 Girls	FALSE Boys	 Girls
	Percent Responding							
B 8. Teachers like boys better than girls.	5	9	6	11	31	23	58	55
A 10. Teachers like girls better than boys.	27	5	20	13	29	32	23	50
A 17., B 16. Boys and girls should have to follow the same rules in school.	80	89	14	6	2	1	3	4
A 9. Boys get into trouble at school more often than girls.	44	62	37	16	12	15	6	6
B 7. Girls get into trouble at school more often than boys.	2	2	1	5	31	32	66	62

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A—Boys = 84 Girls = 111
Form B--Boys = 85 Girls = 65

Table 14

PEER INTERACTION
Sixth Grade

Item	TRUE		true		false		FALSE	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 11. I would rather have a boy in charge of a project than a girl.	29	4	26	7	31	36	12	52
B 9. Girls are better leaders than boys.	2	14	11	28	39	35	46	23

Percent Responding

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A—Boys = 84 Girls = 111
Form B--Boys = 85 Girls = 65

Table 15

EQUITY PROGRAMS AND MATERIALS
Sixth Grade

Percent Responding

Item	TRUE		true		false		FALSE	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 5. I would like to learn more about famous men.	18	8	49	29	13	23	19	39
A 14. We have learned about famous men in school.	45	38	30	32	13	15	11	13
A 3. I would like to learn more about famous women.	8	14	24	32	31	29	36	25
B 15. We have learned about famous women in school.	18	14	29	37	20	25	33	25
A 4. The school library has a special place with books for boys.	6	6	14	16	30	28	49	49
B 4. The school library has a special place with books for girls.	4	9	5	11	33	31	55	49
A 19. I think the school district should give boys and girls the same opportunities.	63	88	18	9	11	2	7	1
B 1. I am glad the school district is trying to give boys and girls the same opportunities.	48	71	42	26	7	2	2	0
B 2. In the stories we read, only boys build things.	1	2	20	14	42	42	35	43
A 5. In the stories we read, only girls cook.	6	6	13	14	38	27	42	52

(continued)

Table 15 (continued)

Sixth Grade

Item		TRUE		true		false		FALSE	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 13.	In the stories we read, girls are are scientists.	6	0	13	22	54	43	25	34

Percent Responding

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 111
Form B--Boys = 85 Girls = 65

Eighth Grade

A total of 171 boys and 179 girls responded to the three forms of the eighth grade questionnaire. Like the sixth grade questionnaires, the three forms of the eighth grade questionnaires contained many parallel items. One form of a questionnaire might state an idea in the "should" form, while another form will state the idea in the "is" form. Or, one form might state an idea as something boys do, and another form states the idea as something girls do. Across the three forms of the eighth grade questionnaire, students responded to a total of 101 items.

Physical and Extracurricular Activities

Table 16 summarizes student responses regarding physical education classes. The majority of boys and girls disagree with the statement that boys and girls should have different physical education classes, and agree that coeducational classes usually work out okay. However, about half of the boys report feeling self-conscious in coeducational physical education classes, while only 39 percent of the girls report such feelings.

About half of both groups agree that there are some school clubs to which only boys or only girls should belong. Nearly all students agree that school sponsored activities should be open to both girls and boys. In the specific area of cheerleading, over half of the boys think it should be open to girls only, while only 25 percent of the girls agree with that. The idea that cheerleading is a female activity is also supported by the fact that only 8 percent of the boys say they would like to be a cheerleader, while 76 percent of the girls say so.

In the area of sports, over half of both sexes would like to play on a coeducational team, although girls are considerably more supportive of this idea than are boys. Nearly all students agree that intramural sports should be open to both girls and boys. Sixty-two percent of boys think they should have more school athletic activities while only 29 percent of the girls think boys need more activities. On the other hand, while 86 percent of the girls think they should have more school athletic activities, over half of the boys also agree. Thus, even though both sexes would like more athletic activities for their own sex, there is more support for girls getting increased athletics. On the other hand, 68 percent of both groups agree that boys' and girls' sports get the same amount of attention at their school. At least 80 percent of each sex also reports that they are able to participate in the sports they want.

There are further sex differences in perceptions about athletics. Forty-four percent of the boys agree that girls are less interested in sports than boys are, but only 13 percent of the girls agree with that. Over half of the boys think they need more athletic equipment than girls, but only 20 percent of the girls think so.

Aside from participation, how do students feel about being spectators? Around 80 percent of both sexes like watching both boys' sports teams and girls' sports teams.

Career and Employment

Nearly all students agree that boys and girls should be given the same information and choices for careers and should have the same opportunities for jobs outside of school, although girls agree far more strongly than boys with these ideas (see Table 17). Over half of the students agree that girls and boys perform equally well at most jobs, although girls agree more strongly with that statement than do boys.

Boys are also less likely than girls to believe that students should learn about nontraditional careers, although the majority of both sexes do not agree that it is silly to learn about careers usually followed by the other sex. Less than half of both groups report having talked in school about women in nontraditional careers.

About 70 percent of the boys believe it is important both for boys and girls to consider marriage and family responsibilities when choosing a career;however, they agree more strongly that it is important for boys. A lesser percentage of girls (58 percent) believe it is important for either boys or girls to consider marriage and family responsibilities when choosing a career.

In preparing for their careers, most students do not agree that it is more important for boys to get good grades than for girls. However, 41 percent of boys think it is more important for boys to go to college than girls, but none of the girls agree with that statement. Girls are somewhat more likely (16 percent) to agree that it is more important for a boy to find a high-paying job than it is for a girl, but not to the extent that boys agree (49 percent).

Regarding specific careers, nearly a third of the boys agree that bus drivers should be men, but only 4 percent of the girls agree. Over 80 percent of both sexes agree that if a boy says he wants to become a nurse, other students would give him a hard time. Less than half the students say that if a girl wants to become a construction worker, other students would give her a hard time. Less than a third of the students think librarians should be women, although boys are much more likely to think so than girls. Again, girls are somewhat more willing than boys to accept nontraditional careers for either sex.

Recognition

As shown in Table 18, twenty-nine percent of boys agree that boys are smarter than girls, but only three percent of the girls agree. A like number of girls (30 percent) agree that girls are smarter than boys; 24 percent of the boys also agree.

Girls are equally likely to agree that teachers help boys in reading and help girls in math. Boys are more likely to agree that teachers help girls do as well as boys in math than to agree that teachers help boys do as well as girls in reading. Less than a third of the students think boys receive more awards at school than girls do.

Student-Staff Interaction

In the area of discipline, nearly all students agree that girls and boys should be treated the same. However, 50 percent of the boys and 47 percent of the girls think that staff treat boys and girls differently. This may be related to the fact that the majority of students believe that boys get into trouble at school more often than girls do. In addition, 63 percent of boys and 48 percent of girls think girls obey the rules better than boys do (see Table 19).

About half the boys think teachers prefer to teach girls, but only a quarter of the girls think so. Both sexes are split about equally on the issue of whether teachers expect girls to do better in school than boys. Over half the boys think teachers grade boys more strictly than they grade girls, but only 16 percent of the girls agree. Very few girls and less than a quarter of the boys think teachers spend more time talking to boys than girls.

Peer Interaction

Table 20 presents results for the six questions on peer interaction. Over half of both sexes agree that girls and boys do not treat each other as equals. Girls are more likely than boys (73 percent vs. 59 percent) to agree with that statement. Nearly all students agree that they like to have both girls and boys as friends. Who would eighth graders like to see in leadership positions? Both boys and girls tend to disagree that they prefer a boy or girl to be in charge of a project. Less than half of either sex want to hold a class office, but both boys and girls would rather be president than secretary or treasurer.

Equity Programs and Materials

As Table 21 indicates, 78 percent of boys and 98 percent of girls say they are glad the school district is trying to increase equity for boys and girls. At the same time, 41 percent of boys and 28 percent of girls think too much time and effort are being spent on sex equity. What equity topics would students like to learn about? Over half the students feel they should study the changing roles of men and women and about half would like to learn how changes in men's roles are affecting women. However, only 40 percent of boys want to learn how changes in women's roles are affecting men, while 72 percent of girls would be interested in studying that topic.

The majority of students agree that teachers include class projects on famous men, but only 36 percent of boys and 40 percent of girls agree that teachers include class projects on famous women. Boys are slightly more interested in learning about the contributions of men to society vs. the contributions of women. Girls are considerably more interested in learning about the contributions of women. Less than half the students agree that teachers have discussed how changes in society affect opportunities for men and women.

Over half the boys agree that students are not aware of laws related to sex equity, but only a quarter of the girls agree. This may suggest that girls have received more information about sex equity than have boys. However, only a few students feel that, if they are treated unfairly because of their sex, there is nothing they can do about it.

Slightly more than a third of both boys and girls believe that certain sections of the library contain books mostly for boys. Fewer students believe there are special sections for girls. These data should be checked against actual library practices to determine whether these perceptions have any basis in reality.

Electives

In the area of high school course electives, students are asked to respond to one of three types of questions: 1) What do you think is the mix of students currently taking the class? 2) What do you think is the ideal mix of students in the class? 3) How would you feel about taking the class?

Table 22 shows what eighth graders think is the current enrollment in eight high school electives. Both sexes tend to see power mechanics, fisheries and construction cluster as classes that mostly boys would take. The majority of students feel that more boys than girls would take chemistry. Office occupations is seen primarily as a "girls" class, while music, journalism and health occupations have less female bias.

Table 23 shows what eighth graders think is the ideal mix of students in the eighth high school electives. The majority of students think power mechanics and construction cluster should be comprised mostly of boys, while fisheries is more likely than these to be seen as a class that girls might take. Both boys and girls feel that office occupations should have more boys enrolled than the current mix of girls and boys. Music, journalism and health occupations are largely seen as classes for both boys and girls, while chemistry again has some male bias.

Why do students choose to take or not take a particular elective? Tables 24 and 25 display the responses from boys and girls, respectively. Boys express greatest interest in taking power mechanics, fisheries and construction cluster, while girls express greatest interest in office occupations, music and journalism. The most common reason given for not taking a class by both sexes is "I'm not interested in the topic." Both girls and boys also report "I would not do well in the class" as another common reason for not taking a class. This response is particularly frequent for girls with respect to chemistry. Boys are more likely than girls to respond "I would feel uncomfortable in the class" as a reason for not taking a class. Fitting the class into one's schedule, friends and parents seem to exert little influence on either sex when they are deciding which electives to take. Table 26 shows that the majority of boys and girls agree that boys are reluctant to sign up for "girls' classes." However, girls are less likely to report that they are reluctant to sign up for "boys' classes."

Summary

The results discussed above do not always lead to clear cut conclusions. However, certain school activities or electives do emerge as being primarily male-oriented or female-oriented. Boys tend to think they have greater needs than girls in sports, attending college, and getting a high paying job. Both sexes distribute electives such as power mechanics, fisheries, and construction to boys, and electives such as office occupations to girls. There seems to be a need for more athletic activities for girls, more projects on famous women, greater acceptance of boys in classes in office occupations, and more information about women in nontraditional careers. Boys seem to be more reluctant to participate in girls' activities than vice versa and also seem more likely to adhere to sex-role stereotypes than girls. In this sample of eighth graders, girls are more likely to think of the sexes as equitable than boys.

Table 16

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Eighth Grade

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 20.	Boys and girls should have different physical education classes.	44	48	28	16	11	14	15	18
B 7.	Coed physical education classes usually work out okay.	8	13	8	18	31	33	49	33
A 20.	I am self-conscious in coed physical education classes.	29	33	20	28	35	23	14	16
A 3.	There are some school clubs that only boys or only girls should belong to.	22	25	26	19	24	28	26	29
A 14.	School sponsored activities should be open to both boys and girls.	8	0	6	3	28	14	57	83
B 21.	Cheerleading should be open to girls only.	26	58	15	15	23	13	31	12
C 11.	I would like to be a cheerleader.	84	12	7	12	4	30	4	46
C 22.	I would like to play on a team with both boys and girls.	33	10	9	14	25	34	32	42

(continued)

Table 16 (continued)

Item		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 8.	Intramural sports should be open to both boys and girls.	5	5	3	2	21	20	64	72
A 23.	There should be more school athletic activities for boys than there are now.	18	35	20	36	27	22	35	7
C 14.	There should be more school athletic activities for girls than there are now.	26	6	15	8	36	36	20	50
A 15.	Boys and girls' sports get the same amount of attention at our school.	10	16	22	16	31	23	37	45
A 6.	I get to participate in the sports that I want to.	8	9	8	12	21	26	63	54
B' 4.	Girls are less interested in sports than boys are.	28	[illegible]	21	18	31	10	13	3
B 10.	Boys need more athletic equipment than girls do.	26	60	13	18	20	8	31	12
B 22.	I like to watch the boys' sports teams.	5	8	10	12	21	23	59	55

(continued)

Table 16 (continued)

Item		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 24.	I like to watch the girls' sports teams.	9	10	5	10	31	44	53	36

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A—Boys = 51 Girls = 69
Form B--Boys = 39 Girls = 60
Form C--Boys = 81 Girls = 50
171 179

Table 17

CAREERS AND EMPLOYMENT
Eighth Grade

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Percent Responding							
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 23. Boys and girls should be given the same information and choices for careers.	7	2	4	2	31	16	56	80
C 12. Boys and girls should have the same opportunities for jobs outside of school.	9	6	6	2	26	18	58	74
A 9. Girls and boys perform equally well at most jobs.	8	0	20	15	53	46	20	39
B 20. It is silly for boys to learn about careers usually followed by women.	23	55	41	27	21	7	10	5
A 17. It is silly for girls to learn about careers usually followed by men.	37	62	39	23	8	7	16	6
C 15. In school, we have talked about women in careers typically held by men.	24	24	26	42	37	28	12	4

(continued)

Table 17 (continued)

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 19. It is important for boys to consider marriage and family responsibilities when choosing a career.	15	17	13	18	26	28	44	30
C 8. It is important for girls to consider marriage and family responsibilities when choosing a career.	10	18	20	22	44	34	25	24
A 18. It is more important for boys to get good grades than for girls.	51	87	31	6	16	1	2	6
B 14. It is more important for boys to go to college than girls.	44	80	8	18	18	0	23	0
C 19. It is more important for a boy to find a high-paying job than it is for a girl.	26	62	25	22	19	12	30	4
C 17. Bus drivers should be men.	41	80	27	16	9	2	22	2
A 22. If a boy said he wanted to become a nurse, other students would give him a hard time.	4	4	14	7	22	49	59	39

(continued)

Table 17 (continued)

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 12. If a girl said she wanted to become a construction worker, other students would give her a hard time.	18	20	28	28	31	38	18	8
B 24. Librarians should be women.	36	62	23	18	26	7	5	10

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 51 Girls = 69
Form B--Boys = 39 Girls = 60
Form C--Boys = 81 Girls = 50
171 179

Table 18

RECOGNITION
Eighth Grade

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 13. Boys are smarter than girls.	36	75	26	20	21	3	8	0
A 16. Girls are smarter than boys.	55	49	21	19	14	15	10	15
B 5. Teachers try to help boys do as well as girls in reading.	23	15	10	15	26	27	33	43
A 8. Teachers try to help girls do as well as boys in math.	12	17	10	10	25	26	53	46
A 4. Boys receive more awards at school than girls do.	49	42	27	27	16	19	8	12

Percent Responding

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A—Boys = 51	Girls = 69
	Form B—Boys = 39	Girls = 60
	Form C--Boys = 81	Girls = 50
	171	179

Table 19

STUDENT-STAFF INTERACTION
Eighth Grade

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 9.	Boys and girls should be treated the same as far as discipline is concerned.	0	5	3	5	10	8	85	80
A 24.	The staff at this school treat boys and girls differently.	37	30	12	23	24	35	26	12
A 5.	Boys get into trouble at school more often than girls do.	22	16	12	20	35	38	31	23
B 3.	Girls get into trouble at school more often than boys do.	51	63	33	30	5	5	5	0
C 9.	Girls obey the rules better than boys do.	24	30	12	22	36	40	27	8
B 11.	I think most teachers prefer to teach girls.	23	32	21	42	31	15	21	10
B 23.	Teachers expect girls to do better in school than boys.	36	38	13	10	26	37	21	13

(continued)

Table 19 (continued)

Item	Percent Responding: Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 2. Teachers grade boys more strictly than they grade girls.	28	44	19	40	37	10	15	6
C 7. Teachers spend more time talking to boys than girls.	48	54	28	40	11	6	11	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:	Boys		Girls
Form A—Boys =	51	Girls =	69
Form B--Boys =	39	Girls =	60
Form C--Boys =	81	Girls =	50
	171		179

Table 20

PEER INTERACTION
Eighth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 11. Boys and girls do not treat each other as equals.	18	9	24	17	35	41	24	32
C 6. I like to have both girls and boys as friends.	0	4	1	0	11	8	86	88
C 21. I would rather have a boy in charge of a project I am working on than a girl.	21	68	28	16	27	10	22	4
B 16. I would rather have a girl in charge of a project I am working on than a boy.	18	20	39	38	23	30	13	8
A 7. I would like to be class president.	37	36	24	23	29	35	10	6
C 13. I would like to be secretary or treasurer for my class.	49	30	20	34	20	22	10	14

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 51	Girls = 69
	Form B--Boys = 39	Girls = 60
	Form C--Boys = 81	Girls = 50
	171	179

Table 21

EQUITY PROGRAMS AND MATERIALS
Eighth Grade

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A	2. I am glad the school district is trying to increase equity for boys and girls.	10	0	10	1	43	30	35	68
B	6. Too much time and effort are being spent on sex equity.	28	37	28	28	23	18	18	10
C	4. We should study the changing roles of men and women.	20	12	24	34	41	36	15	18
C	10. I would like to learn how changes in men's roles are affecting women.	25	20	27	26	32	38	15	14
A	13. I would like to learn how changes in women's roles are affecting men.	26	7	33	19	28	44	12	28
A	12. Teachers include class projects on famous men.	20	10	24	19	43	36	12	32
B	17. Teachers include class projects on famous women.	31	17	31	38	15	37	21	3

(continued)

Table 21 (continued)

Percent Responding

	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 18. I would like to learn more about the contributions of men to our society.	21	27	33	40	26	27	18	2
C 18. I would like to learn more about the contributions of women to our society.	36	8	25	40	26	38	11	10
C 16. Teachers have discussed how changes in society affect opportunities for men and women.	28	22	25	32	36	38	10	6
C 5. Students are not aware of laws related to sex equity.	15	36	26	36	32	14	25	12
B 2. If I am treated unfairly in school because of my sex, there is nothing I can do about it.	67	67	23	20	5	12	3	0
B 15. Certain sections of the library contain books mostly for boys.	33	30	23	28	26	25	10	12

(continued)

Table 21 (continued)

Item	Percent Responding Strongly Disagree Boys	 Girls	 Disagree Somewhat Boys	 Girls	 Agree Somewhat Boys	 Girls	 Strongly Agree Boys	 Girls
A 19. Certain sections of the library contain books mostly for girls.	35	35	43	33	12	28	8	4

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A—Boys = 51 Girls = 69
Form B—Boys = 39 Girls = 60
Form C--Boys = 81 Girls = 50
171 179

Table 22

ELECTIVES
CURRENT ENROLLMENT
Eighth Grade

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding									
	All Boys		More Boys		Half & Half		More Girls		All Girls	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 25. Office occupations	0	1	4	1	33	22	29	42	28	30
A 26. Music	2	0	6	1	53	64	31	26	2	7
A 27. Chemistry	0	17	55	41	33	42	2	0	0	0
A 28. Power mechanics	51	65	37	25	6	6	0	1	0	1
A 29. Journalism	2	0	12	4	61	80	18	15	2	1
A 30. Health occupation	2	0	0	4	41	54	37	36	10	6
A 31. Fisheries	35	44	31	44	18	9	4	1	0	0
A 32. Construction cluster	39	44	37	45	10	9	0	3	4	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:	Form A--Boys =	51	Girls =	69
	Form B--Boys =	39	Girls =	60
	Form C--Boys =	81	Girls =	50
		171		179

Table 23

ELECTIVES
IDEAL ENROLLMENT
Eighth Grade

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding									
	All Boys		More Boys		Half & Half		More Girls		All Girls	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 25. Office occupations	3	0	8	0	41	53	21	28	18	15
B 26. Music	3	0	10	3	62	75	13	17	5	2
B 27. Chemistry	21	5	21	43	49	47	0	2	0	0
B 28. Power mechanics	49	43	21	37	15	17	5	0	0	0
B 29. Journalism	3	0	3	3	77	78	5	13	5	0
B 30. Health occupations	0	0	5	2	62	67	18	20	5	8
B 31. Fisheries	28	22	15	35	39	32	3	5	3	3
B 32. Construction cluster	31	32	23	35	26	28	3	0	3	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 51	Girls = 69
	Form B--Boys = 39	Girls = 60
	Form C--Boys = 81	Girls = 50
	171	179

Table 24

ELECTIVES
ATTITUDES--BOYS
Eighth Grade

Question: Write the number(s) of the statement(s) which tell how you feel about taking each elective.

Item	Percent Responding							
	1	2	3	4	5	6	7	9
C 25. Office occupations	21	33	14	4	4	1	14	9
C 26. Music	24	31	12	4	7	0	11	10
C 27. Chemistry	28	26	16	6	0	3	10	10
C 28. Power mechanics	68	10	11	3	1	0	3	4
C 29. Journalism	25	37	6	5	3	4	12	6
C 30. Health occupations	4	40	17	5	3	1	21	9
C 31. Fisheries	43	24	6	3	1	3	10	9
C 32. Construction cluster	42	24	11	3	3	1	9	7

Key to Table 24

1. I would like to take the class.
2. I'm not interested in the topic.
3. I would not do well in the class.
4. I probably won't be able to fit the class in my schedule.
5. None of my friends would take the class.
6. My parents wouldn't want me to take the class.
7. I would feel uncomfortable in the class.
9. (Multiple response)

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 51	Girls = 69
	Form B--Boys = 39	Girls = 60
	Form C--Boys = 81	Girls = 50
	171	179

Table 25

ELECTIVES
ATTITUDES--GIRLS
Eighth Grade

Item	Percent Responding							
	1	2	3	4	5	6	7	9
C 25. Office occupations	46	26	4	4	4	0	2	14
C 26. Music	38	24	18	0	6	0	2	10
C 27. Chemistry	16	30	36	2	2	0	4	8
C 28. Power mechanics	14	34	10	8	6	6	12	10
C 29. Journalism	34	24	14	12	2	0	2	8
C 30. Health occupations	10	50	8	6	10	0	6	10
C 31. Fisheries	6	54	4	6	8	6	6	10
C 32. Construction cluster	18	40	14	4	2	4	8	10

Key to Table 25

1. I would like to take the class.
2. I'm not interested in the topic.
3. I would not do well in the class.
4. I probably won't be able to fit the class in my schedule.
5. None of my friends would take the class.
6. My parents wouldn't want me to take the class.
7. I would feel uncomfortable in the class.
9. (Multiple response)

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 51	Girls = 69
	Form B--Boys = 39	Girls = 60
	Form C--Boys = 81	Girls = 50
	171	179

Table 26

ELECTIVES
Eighth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 10. Boys are reluctant to sign up for "girls' classes."	20	7	20	10	33	36	27	46
C 3. Girls are reluctant to sign up for "boys' classes."	15	30	21	32	42	36	21	2

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 51	Girls = 69
	Form B--Boys = 39	Girls = 60
	Form C--Boys = 81	Girls = 50
	171	179

63

Tenth Grade

A total of 185 boys and 180 girls responded to the three forms of the tenth grade questionnaire. The tenth grade questionnaires are identical to the eighth grade questionnaires except for the questions about electives on Form C.

Physical and Extracurricular Activities

Table 27 summarizes tenth grade student responses regarding physical and extracurricular activities. Only a quarter of the students feel that girls and boys should have different physical education classes, and the majority agree that coeducational physical education classes usually work out okay. Where eighth grade boys tend to feel more self-conscious than girls in coeducational physical education classes, the reverse is true for tenth graders. About two-thirds of boys and half of girls agree that there are some school clubs to which only boys or only girls should belong. Nearly all students agree that school sponsored activities should be open to both boys and girls. Like the eighth graders, tenth grade boys are more likely than girls to agree that cheerleading should be open to girls only. Tenth grade girls are less interested than eighth grade girls in becoming cheerleaders, while neither group of boys have much interest in that activity.

In the area of sports, about 60 percent of both sexes report that they would like to play on a coeducational team. Nearly all students agree that intramural sports should be open to both girls and boys.

Seventy-one percent of the boys think they should have more school athletic activities, while only 40 percent of the girls think boys need more activities. On the other hand, over half of both groups think there should be more school athletic activities for girls. At the same time, over half of both sexes agree that girls and boys' sports receive the same amount of attention and most students report that they are able to participate in the sports they want.

There are some sex differences in perceptions about athletics. Thirty-eight percent of boys agree that girls are less interested in sports than boys are, but only 8 percent of the girls agree. The majority of boys think they need more athletic equipment than girls do, but only 13 percent of girls agree. Interestingly enough, more students of both sexes agree that they like to watch girls' sports teams than agree that they like to watch boys' sports teams. In general, boys are more likely to say they like watching sports than girls are, although in all cases at least two-thirds of the students report that they like to watch sports.

Careers and Employment

Most students agree that girls and boys should be given the same information and choices for careers and should have the same opportunities for jobs outside of school, although girls are much more likely to agree with those statements than are boys (see Table 28). Like the eighth graders, over half of the tenth graders agree that girls and boys perform equally well at most jobs, although girls agree more strongly with that statement than do boys.

Boys are more likely than girls to feel that it is silly to learn about nontraditional careers, although the majority of students do not agree that such pursuits would be silly. About half the students say they have talked at school about women in careers typically held by men.

The majority of students think it is important for both girls and boys to consider marriage and family responsibilities when choosing a career, but both sexes are more likely to agree that it is important for boys.

In preparing for their careers, most students do not agree that it is more important for boys to get good grades than for girls, or that it is more important for boys to go to college than girls, though more boys agree with those statements than girls. Nearly two thirds of the boys think it is more important for a boy to find a high-paying job than it is for a girl, but only 30 percent of the girls agree. The percentage of tenth graders agreeing with that statement is much higher than the percentage of eighth graders who agree.

Regarding specific careers, most students do not agree that bus drivers should be men or that librarians should be women, although boys are more likely to agree with those statements than are girls. If a boy says he wants to become a nurse, over 80 percent of the students agree they would give him a hard time, but if a girl says she wants to become a construction worker, students are much less likely to give her a hard time. Like the eighth graders, girls are somewhat more likely than boys to accept nontraditional careers for either sex.

Recognition

As shown in Table 29, over half the girls agree that they are smarter than boys, while only 17 percent of the boys agree that they are smarter than girls. Few students would agree that the opposite sex is smarter. The majority of students agree that teachers try to help boys in reading and help girls in math. Most students disagree that boys receive more awards at school than girls do.

Student-Staff Interaction

As far as discipline is concerned, Table 30 shows that nearly all student agree that boys and girls should be treated the same, although girls are more likely than boys to disagree. Seventy-one percent of the boys and 47 percent of the girls feel that staff treat girls and boys differently. Unlike the eighth graders, the majority of tenth graders do not agree that boys get into trouble at school more often than girls do, or that girls obey the rules better than boys do.

Boys are more likely than girls (41 percent vs. 15 percent) to agree that teachers prefer to teach girls, but less likely than girls to agree that teachers expect girls to do better in school than boys (33 percent vs. 45 percent). Over half of the boys think teachers grade boys more strictly than they grade girls, while less than a quarter of the girls agree. The majority of both sexes disagree that teachers spend more time talking to boys than girls, although girls are more likely to agree with that than boys. In general, both sexes are more likely to say that the opposite sex gets better treatment from staff than their own sex.

Peer Interaction

Table 31 presents the results of the tenth grade peer interaction questions. Like the eighth graders, over half of both sexes agree that girls and boys do not treat each other as equals. Nearly all students report that they like to have both girls and boys as friends.

Neither sex has a strong preference for having either a boy or a girl in charge of projects they work on, although boys are more likely to prefer their own sex than are girls. Girls express considerably more interest in holding a class office than do boys, although there is no preference for one office over another.

Equity Programs and Materials

As shown in Table 32, over three-fourths of the students report that they are glad the school district is trying to increase equity for boys and girls, yet nearly half the boys and a third of the girls think too much time and effort are being spent on sex equity. Girls are more likely than boys to agree that the changing roles of men and women should be studied (70 percent vs. 48 percent), and report greater interest than boys in learning how role changes are affecting the opposite sex. Boys are more interested in learning about changes in men's roles than changes in women's roles, while girls are equally interested in both kinds of changes.

Boys are equally likely to agree that teachers include class projects on famous men as on famous women, but girls are much more likely to feel that projects on famous men are included, as opposed to projects on famous women. About half of both sexes would like to learn about the contributions of men to society, but boys are much less interested than girls (39 percent vs. 62 percent) in learning about the contributions of women. The majority of students agree that their teachers have discussed how changes in society affect opportunities for men and women. About half the students agree that they are not aware of laws related to sex equity, but most feel that, if they are treated unfairly because of their sex, they can do something about it.

Nearly half the boys think certain sections of the library contain books mostly for boys, while only a quarter of the girls think so. Boys are also more likely than girls to believe that there are special sections for girls' books, although less than a third of either sex agree with that.

Electives

Like the eighth graders, tenth graders are asked to respond to one of three types of questions about high school electives: 1) What do you think is the mix of student currently taking the class? 2) What do you think is the ideal mix of students in the class? 3) How do you feel about taking the class?

Table 33 shows what students think to be the current enrollment in eight electives. The same clear patterns emerge for tenth graders as appeared for eighth graders: power mechanics, fisheries and construction are seen as boys' classes; office occupations and health occupations are seen as girls' classes; music and journalism have some feminine bias; and chemistry has some masculine bias.

Ideally (Table 34) students would like to see a more equal distribution of girls and boys in elective classes than they now see, although the pattern of male vs. female classes is still present.

Why do students choose to take or not take a particular elective? Tables 35 and 36 display the responses from boys and girls, respectively. Power mechanics and construction cluster are the most popular electives for boys, while office occupations, music and health occupations are popular with girls. The most common reason for not taking a class is lack of interest. Very few students of either sex cite friends, parents or feelings of discomfort as reasons for not taking a class. There do not appear to be any significant sex differences in reasons for not taking a class. Table 37 shows that over 70 percent of students agree that boys are reluctant to sign up for girls' classes, while a lesser majority agree that girls are reluctant to sign up for boys' classes.

Summary

Results for the tenth grade students are similar in many respects to results from eighth grade students. Both girls and boys tend to agree that school activities and athletics should be open to both sexes and that there should be more school athletic activities for girls. Girls are more likely than boys to feel that equal treatment of the sexes in career information and jobs is important, and to feel tolerant of nontraditional careers for either sex. Tenth grade girls tend to respond that they are smarter than boys, but both sexes feel that the opposite sex gets better treatment from staff. Students also agree that the two sexes do not treat each other as equals.

In the curriculum area, student tend to agree that the changing roles of men and women should be studied, but girls have a greater interest in studying these social issues than do boys. Like the eighth graders, tenth graders associate certain electives with a particular sex, but would like to see a more equal distribution of boys and girls in elective classes than they see now. Lack of interest is the most likely reason for not taking a class as opposed to social pressure.

Table 27

PHYSICAL AND EXTRACURRICULR ACTIVITIES
Tenth Grade

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 20. Boys and girls should have different physical education classes.	62	42	14	26	17	13	7	14
B 6. Coed physical education classes usually work out okay.	2	4	9	19	38	34	51	40
A 20. I am self-conscious in coed physical education classes.	43	27	23	17	17	27	11	27
A 3. There are some school clubs that only boys or only girls should belong to.	23	23	11	30	20	20	46	27
A 14. School sponsored activities should be open to both boys and girls.	3	0	6	3	37	23	54	73
B 21. Cheerleading should be open to girls only.	33	53	26	21	24	15	16	9
C 11. I would like to be a cheerleader.	80	27	6	19	6	24	6	30
C 22. I would like to play on a team with both boys and girls.	22	20	16	16	28	40	33	22

Percent Responding

(continued)

Table 27 (continued)

Item	Strongly Disagree Boys	Strongly Disagree Girls	Disagree Somewhat Boys	Disagree Somewhat Girls	Agree Somewhat Boys	Agree Somewhat Girls	Strongly Agree Boys	Strongly Agree Girls
B 7. Intramural sports should be open to both boys and girls.	4	4	7	2	22	19	66	74
A 23. There should be more school athletic activities for boys than there are now.	9	23	17	37	37	37	34	3
C 14. There should be more school athletic activities for girls than there are now.	28	9	20	19	33	36	19	33
A 15. Boys' and girls' sports get the same amount of attention at our school.	11	27	26	20	26	33	34	20
A 6. I get to participate in the sports that I want to.	6	3	9	7	23	47	63	43
B 4. Girls are less interested in sports than boys are.	31	60	29	32	29	6	9	2
B 9. Boys need more athletic equipment than girls do.	15	53	31	32	42	9	13	4
B 22. I like to watch the boys' sports teams.	6	8	13	26	36	64	42	2

(continued)

Table 27 (continued)

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 24. I like to watch the girls' sports teams.	4	8	4	13	31	35	57	39

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A—Boys = 35 Girls = 30
Form B—Boys = 55 Girls = 53
Form C—Boys = 94 Girls = 97
184 180

Table 28

CAREERS AND EMPLOYMENT
Tenth Grade

Item	Strongly Disagree Boys	Strongly Disagree Girls	Disagree Somewhat Boys	Disagree Somewhat Girls	Agree Somewhat Boys	Agree Somewhat Girls	Strongly Agree Boys	Strongly Agree Girls
	Percent Responding							
C 23. Boys and girls should be given the same information and choices for careers.	10	2	10	5	31	13	48	78
C 12. Boys and girls should have the same opportunities for jobs outside of school.	18	3	11	4	29	30	42	62
A 9. Girls and boys perform equally well at most jobs.	17	3	31	17	40	57	11	23
B 20. It is silly for boys to learn about careers usually followed by women.	38	62	35	25	18	8	7	4
A 17. It is silly for girls to learn about careers usually followed by men.	20	43	43	47	23	7	11	0
C 15. In school, we have talked about women in careers typically held by men.	23	12	23	35	38	41	12	10

(continued)

Table 28 (continued)

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 19. It is important for boys to consider marriage and family responsibilities when choosing a career.	7	8	7	17	33	40	53	36
C 8. It is important for girls to consider marriage and family responsibilities when choosing a career.	21	24	16	20	38	26	21	28
A 18. It is more important for boys to get good grades than for girls.	37	80	34	13	17	7	11	0
B 13. It is more important for boys to go to college than girls.	47	79	33	13	11	6	9	2
C 19. It is more important for a boy to find a high-paying job than it is for a girl.	20	52	13	16	20	19	44	11
C 17. Bus drivers should be men.	29	66	34	17	10	8	23	7
A 22. If a boy said he wanted to become a nurse, other students would give him a hard time.	0	3	11	17	23	30	66	50

(continued)

Table 28 (continued)

Percent Responding

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 11. If a girl said she wanted to become a construction worker, other students would give her a hard time.	16	13	24	42	44	40	15	6
B 24. Librarians should be women.	42	62	27	26	13	9	15	2

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 35 Girls = 30
Form B--Boys = 55 Girls = 53
Form C--Boys = 94 Girls = 97
184 180

Table 29

RECOGNITION
Tenth Grade

Item	Percent Responding Strongly Disagree Boys	 Girls	 Disagree Somewhat Boys	 Girls	 Agree Somewhat Boys	 Girls	 Strongly Agree Boys	 Girls
B 12. Boys are smarter than girls.	33	79	42	15	11	0	6	4
A 16. Girls are smarter than boys.	60	37	26	10	11	43	0	10
B 15. Teachers try to help boys do as well as girls in reading.	6	9	22	11	38	42	31	34
A 8. Teachers try to help girls do as well as boys in math.	11	20	20	17	29	17	40	47
A 4. Boys receive more awards at school than girls do.	29	47	34	30	31	13	6	10

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 35 Girls = 30
Form B--Boys = 55 Girls = 53
Form C--Boys = 94 Girls = 97
184 180

Table 30

STUDENT-STAFF INTERACTION
Tenth Grade

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 8.	Boys and girls should be treated the same as far as discipline at school is concerned.	2	8	0	9	20	17	78	66
A 24.	The staff at this school treat boys and girls differently.	9	17	14	37	40	37	31	10
A 5.	Boys get into trouble at school more often than girls do.	17	23	40	30	23	43	20	3
B 3.	Girls get into trouble at school more often than boys do.	51	49	40	40	6	4	4	6
C 9.	Girls obey the rules better than boys do.	39	24	19	23	26	37	12	17
B 10.	I think most teachers prefer to teach girls.	16	42	40	34	35	11	6	4
B 23.	Teachers expect girls to do better in school than boys.	26	32	40	23	22	36	11	9

(continued)

Table 30 (continued)

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 2. Teachers grade boys more strictly than they grade girls.	19	53	17	27	28	17	36	3
C 7. Teachers spend more time talking to boys than girls.	52	34	36	35	6	18	5	9

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 35 Girls = 30
Form B--Boys = 55 Girls = 53
Form C--Boys = 94 Girls = 97
184 180

Table 31

PEER INTERACTION
Tenth Grade

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 11. Boys and girls do not treat each other as equals.	20	17	23	30	40	37	17	17
C 6. I like to have both girls and boys as friends.	3	1	3	0	12	8	82	91
C 21. I would rather have a boy in charge of a project I am working on than a girl.	28	50	31	32	17	11	19	2
B 16. I would rather have a girl in charge of a project I am working on than a boy.	24	38	36	42	22	13	7	8
A 7. I would like to be class president.	69	40	20	23	6	30	6	7
C 13. I would like to be a secretary or treasurer for my class.	57	32	21	26	13	21	7	19

Percent Responding

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A—Boys = 35	Girls = 30
	Form B—Boys = 55	Girls = 53
	Form C—Boys = 94	Girls = 97
	184	180

Table 32

EQUITY PROGRAMS AND MATERIALS
Tenth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 2. I am glad the school district is trying to increase equity for boys and girls.	11	10	6	7	57	53	20	30
B 5. Too much time and effort are being spent on sex equity.	24	19	22	45	33	28	16	4
C 4. We should study the changing roles of men and women.	27	12	25	19	26	50	22	20
C 10. I would like to learn how changes in men's roles are affecting women.	27	5	21	25	32	53	16	16
A 13. I would like to learn how changes in women's roles are affecting men.	49	10	11	17	31	50	6	20
A 12. Teachers include class projects on famous men.	29	10	29	30	31	40	11	13
B 17. Teachers include class projects on famous women.	26	25	33	43	35	25	6	6

(continued)

Table 32 (continued)

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 18.	I would like to learn more about the contributions of men to our society.	15	17	27	26	47	49	7	2
C 18.	I would like to learn more about the contributions of women to our society.	33	10	29	27	28	43	11	19
C 16.	Teachers have discussed how changes in society affect opportunities for men and women.	30	14	23	29	31	44	13	10
C 5.	Students are not aware of laws related to sex equity.	22	18	26	29	32	36	19	16
B 2.	If I am treated unfairly in school because of my sex, there is nothing I can do about it.	55	53	33	38	6	8	1	2
B 14.	Certain sections of the library contain books mostly for boys.	36	36	18	36	40	23	6	2

(continued)

Table 32 (continued)

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 19. Certain sections of the library contain books mostly for girls.	31	37	29	40	23	20	9	3

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A—Boys = 35	Girls = 30
	Form B—Boys = 55	Girls = 53
	Form C—Boys = 94	Girls = 97
	184	180

89

Table 33

ELECTIVES
CURRENT ENROLLMENT
Tenth Grade

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding									
	All Boys		More Boys		Half & Half		More Girls		All Girls	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 25. Office occupations	0	0	3	0	11	10	54	57	31	27
A 26. Music	0	0	6	0	69	47	14	33	11	13
A 27. Chemistry	9	0	40	37	46	53	6	3	0	0
A 28. Power mechanics	77	63	23	30	0	0	0	0	0	0
A 29. Journalism	3	0	6	0	69	83	20	10	0	0
A 30. Health occupations	3	0	3	0	37	37	40	37	14	20
A 31. Fisheries	40	30	34	57	14	0	3	0	0	0
A 32. Construction cluster	63	50	26	33	9	10	3	0	0	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 35 Girls = 30
Form B--Boys = 55 Girls = 53
Form C--Boys = 94 Girls = 97
184 180

Table 34

ELECTIVES
IDEAL ENROLLMENT
Tenth Grade

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding									
	All Boys		More Boys		Half & Half		More Girls		All Girls	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 25. Office occupations	4	0	2	2	31	38	36	38	15	17
B 26. Music	2	0	0	0	71	76	15	13	4	6
B 27. Chemistry	4	2	38	15	46	74	2	2	0	0
B 28. Power mechanics	49	34	27	38	11	19	0	0	0	2
B 29. Journalism	4	0	2	0	76	89	7	4	0	0
B 30. Health occupations	2	0	2	0	58	74	22	15	6	6
B 31. Fisheries	29	13	26	47	31	28	2	0	0	2
B 32. Construction cluster	40	30	29	40	18	17	0	2	2	4

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 35 Girls = 30
Form B--Boys = 55 Girls = 53
Form C--Boys = 94 Girls = 97
184 180

Table 35

ELECTIVES
ATTITUDES--BOYS
Tenth Grade

Question: Write the number of the statement which describes your plans for the class.

Item	Percent Responding									
	1	2	3	4	5	6	7	8	9	10
C 25. Office occupations	4	7	11	52	2	6	1	1	4	7
C 26. Music	16	14	5	36	6	5	1	0	3	12
C 27. Chemistry	7	1	34	31	3	10	2	0	2	7
C 28. Power mechanics	2	2	53	15	6	12	1	0	1	5
C 29. Journalism	7	6	12	46	3	6	4	0	3	10
C 30. Health occupations	10	5	10	54	1	3	3	0	2	10
C 31. Fisheries	3	0	30	36	3	6	1	2	3	13
C 32. Construction cluster	3	6	37	21	2	10	3	0	2	12

Key to Table 35

1. I have already taken the class.
2. I am currently taking the class.
3. I am planning to take the class.
4. I am not planning to take the class because I'm not interested.
5. I am not planning to take the class because I'm not good at it.
6. I am not planning to take the class because I can't fit it in my schedule.
7. I am not planning to take the class because none of my friends are.
8. I am not planning to take the class because my parents don't want me to.
9. I am not planning to take the class because I would feel uncomfortable.
10. I am not planning to take the class because of some other reason.

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 35	Girls = 30
	Form B--Boys = 55	Girls = 53
	Form C--Boys = 94	Girls = 97
	184	180

Table 36

ELECTIVES
ATTITUDES--GIRLS
Tenth Grade

Question: Write the number of the statement which describes your plans for the class.

Item	Percent Responding									
	1	2	3	4	5	6	7	8	9	10
C 25. Office occupations	8	23	29	22	0	6	0	0	1	7
C 26. Music	18	23	8	27	6	5	0	0	2	7
C 27. Chemistry	3	4	24	45	12	3	0	0	0	4
C 28. Power mechanics	0	1	10	56	9	4	0	0	7	8
C 29. Journalism	9	5	25	36	6	3	0	0	3	8
C 30. Health Occupations	14	14	33	24	0	2	0	0	1	7
C 31. Fisheries	0	1	3	69	2	2	0	0	4	13
C 32. Construction cluster	1	3	8	56	3	10	0	0	5	9

Key to Table 36

1. I have already taken the class.
2. I am currently taking the class.
3. I am planning to take the class.
4. I am not planning to take the class because I'm not interested.
5. I am not planning to take the class because I'm not good at it.
6. I am not planning to take the class because I can't fit it in my schedule.
7. I am not planning to take the class because none of my friends are.
8. I am not planning to take the class because my parents don't want me to.
9. I am not planning to take the class because I would feel uncomfortable.
10. I am not planning to take the class because of some other reason.

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 35	Girls = 30
	Form B--Boys = 55	Girls = 53
	Form C--Boys = 94	Girls = 97
	184	180

Table 37

ELECTIVES
Tenth Grade

Item	Strongly Disagree Boys	Strongly Disagree Girls	Disagree Somewhat Boys	Disagree Somewhat Girls	Agree Somewhat Boys	Agree Somewhat Girls	Strongly Agree Boys	Strongly Agree Girls
	Percent Responding							
A 10. Boys are reluctant to sign up for "girls' classes.	14	7	14	13	43	50	29	23
C 3. Girls are reluctant to sign up for "boys' classes."	15	12	27	23	37	50	20	14

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 35	Girls = 30
	Form B--Boys = 55	Girls = 53
	Form C--Boys = 94	Girls = 97
	184	180

95

Twelfth Grade

A total of 147 boys and 116 girls responded to the three forms of the twelfth grade questionnaire. The twelfth grade questionnaires were identical to those administered to the tenth grade.

Physical and Extracurricular Activities

Table 38 summarizes the feelings of seniors toward physical and extrcurricular activities. By twelfth grade, very few students agree that boys and girls should have different physical education classes, and nearly all students agree that coeducational physical education classes usually work out okay. Twelfth graders are also less likely than tenth graders to report that they feel self-conscious in coeducational physical education classes.

Like the tenth graders, about two-thirds of twelfth grade boys and girls and half of the girls agree that there are some school clubs that only boys or only girls should belong to, while nearly all students agree that school sponsored activities should be open to both boys and girls. Twelfth graders are less likely than tenth graders to agree that cheerleading should be open to girls only, although most students disagree with that statement. As students move from eighth to tenth to twelfth grade, there is decreasing interest in being a cheerleader, although girls always express more interest in that activity than do boys.

Somewhat fewer twelfth graders than tenth graders express interest in playing on a coeducational team with only half the students reporting such an interest. Again, nearly all students agree that intramural sports should be open to both boys and girls. Over half of the boys and girls think more school athletic activities are needed for their own sex, while they are far less likely to think more activities are needed for the opposite sex. Unlike the tenth graders, the majority of students do not feel that boys' and girls' sports get the same amount of attention, yet nearly all students agree that they get to participate in the sports they want to.

Like the younger students, twelfth grade boys are more likely than girls to agree that girls are less interested in sports than boys are, but the majority of students still disagree with that idea. Over half the boys think they need more athletic equipment than girls do, but unlike the tenth graders, nearly half the twelfth grade girls agree with that as well. More than three-fourths of the students report that they like to watch sports, but boys are more interested in watching girls' teams, while girls are more interested in watching boys' teams.

Careers and Employment

Like the tenth graders, most students agree that boys and girls should be given the same information and choices for careers, and that boys and girls should have the same opportunities for jobs outside of school. The majority of students agree that girls and boys perform equally well at most jobs, although girls agree more strongly with that statement than do boys (See Table 39).

Again, boys are more likely than girls to feel that it is silly to learn about non-traditional careers, although the majority of students do not agree that learning about careers traditionally followed by the opposite sex is silly. Considerably more girls than boys agree that they have talked in school about women in careers typically held by men.

About two-thirds of students agree that it is important for boys to consider marriage and family responsibilities when choosing a career, but only a third of the girls tink girls should consider marriage and family responsibilities when choosing a career.

In preparing for their careers, boys are more likely than girls to agree that it is more important for boys to get good grades and to go to college than it is for girls, but these are still minority opinions. However, over half the boys think it is more important for a boy to find a high paying job than for a girl, but only 14 percent of the girls agree.

Regarding specific careers, most students do not agree that bus drivers should be men or that librarians should be women, although again, boys are more likely to agree with those statements than are girls. If a boy says he wants to be a nurse, more than two-thirds of the students say they would probably give him a hard time, while students are much more tolerant of a girl who says she wants to become a construction worker. Both boys and girls are more likely to give a hard time about career choices to students of their own sex than students of the opposite sex.

Recognition

As shown in Table 40, less than a third of the students think one sex is smarter than the other, although students are more likely to agree that their own sex is smarter than the other. The majority of students agree that teachers try to help boys in reading and help girls in math. Less than half the students think boys receive more awards at school than girls do.

Student/Staff Interaction

Most student agree that boys and girls should be treated the same as far as discipline at school is concerned. Forty-five percent of the boys and 53 percent of the girls felt that staff treat boys and girls differently. Boys tend to feel that they get into trouble more often than girls do, but they do not agree that girls obey the rules better. On the other hand, over half the girls think they obey rules better than boys do.

Over half the boys think teachers prefer to teach girls, but less than a quarter of the girls agree. Both groups tend to agree that teachers expect girls to do better in school than boys. Most students do not agree that teachers grade boys more strictly or that teachers spend more time talking to boys than to girls.

Peer Interaction

Table 42 presents the results of the twelfth grade peer interaction questions. Like the eighth and tenth graders, the majority of students agree that boys and girls do not treat each other as equals. Nearly all students report tha they like to have both girls and boys as friends. Neither sex has a strong preference for having either a boy or a girl in charge of projects they work on, although students are more likely to want someone of the same sex rather than the opposite sex in charge. Twelfth grade girls are more interested than boys in holding a class office, while more boys are interested in being president than in being secretary or treasurer.

Equity Programs and Materials

As shown in Table 43, most students report they are glad the school district is trying to increase equity for boys and girls, but more than half the students think too much time and effort are being spent on sex equity. About two thirds of both sexes agree that we should study the changing roles of men and women, and over half the students would like to learn how role changes are affecting the opposite sex. Both sexes are more interested in learning about their own changing roles than about role changes for the opposite sex. Like the tenth graders, twelfth grade boys are about equally likely to agree that teachers include class projects on famous men as on famous women, but girls are much more likely to feel that projects on famous men are included as opposed to projects on famous women. Nearly three-fourths of the girls would like to learn more about the contributions of women to society while less than half the boys would like to learn more about the contributions of men to our society. About one third of the students are interested in learning about the contributions of the opposite sex. The majority of students agree that their teachers have discussed how changes in society affect opportunities for men and women. About half the students agree that they are not aware of laws related to sex equity, but most feel that if they are treated unfairly because of their sex, they can do something about it.

Both boys and girls are more likely to think that the library has certain sections with books mostly for boys than sections with books mostly for girls. Only 23 percent of the girls think there are sections for girls' books, while 44 percent of the boys think there are sections for boys' books.

Electives

Like the tenth graders, twelfth graders are asked to respond to one of three types of questions about high schools electives: 1) What do you think is the mix of students currently taking the class; 2) What do you think is the ideal mix of students in the class; and 3) How do you feel about taking the class?

Table 44 shows what students think to be the current enrollment in eight elective courses. Again, power mechanics, fisheries, and construction cluster are seen by both sexes are primarily "boys' classes," while office occupations and health occupations are seen as "girls' classes." Music, chemistry, and journalism are more likely to be seen as classes with half boys and half girls.

Ideally (Table 45), students would like to see all electives having more of a boy/girl balance than they now have, but the basic male/female bias of certain electives is still present.

Tables 46 and 47 display student responses regarding their own plans for particular classes. The elective classes that most boys have taken or are planning to take are music, health occupations, and construction cluster. The elective classes that most girls have taken or are planning to take are office occupations, music, journalism, and health occupations. The most frequent reason for not taking a class is lack of interest. Seniors are more likely than sophomores to cite scheduling problems as a reason for not taking a class. Vey few students of either sex cite friends, parents, or feelings of discomfort as reasons for not taking a class. Again, there do not appear to be any significant sex differences among twelfth graders in reasons for not taking a class.

Table 48 shows that at least two thirds of the students agree that boys are reluctant to sign up for "girls classes," but less than half agree that girls are reluctant to sign up for "boys' classes."

Summary

By twelfth grade, most students respond favorably to coeducational physical education classes, special clubs for boys or girls, and school activities that are open to both sexes. Students of both sexes would like to see more athletic activities for their sex and do not feel that boys and girls sports get the same amount of attention. Both sexes are more likely to agree that boys rather than girls should consider marriage and family responsibilities when choosing a career. Boys also think it is more important for a boy to find a high paying job than it is for a girl, but girls do not agree. Students are generally more tolerant of girls in nontraditional careers than they are tolerant of boys in traditionally feminine careers. Both sexes tend to agree that boys and girls get different treatment from staff, but it is not known whether they feel positively or negatively or what the dimensions of the differential treatment are. Students also agree that the two sexes do not treat each other as equals. In the curriculum area, both sexes are more interested in learning about their own changing roles and the contributions to society of their own sex than about the opposite sex. Like the younger students, seniors tend to associate certain electives with a particular sex, and would like to see a more equal distribution of boys and girls in classes than they see now. Lack of interest is again the most likely reason for not taking a class, as opposed to social concerns.

Table 38

PHYSICAL AND EXTRACURRICULAR ACTIVITES
Twelfth Grade

Item	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 20. Boys and girls should have different physical education classes.	67	59	22	18	4	9	7	9
B 6. Coed physical education classes usually work out okay.	8	0	6	0	39	40	42	57
A 20. I am self-conscious in coed physical education classes.	45	42	24	20	18	28	7	8
A 3. There are some school clubs that only boys or only girls should belong to.	16	19	16	27	23	44	44	11
A 14. School sponsored activities should be open to both boys and girls.	5	3	8	6	23	6	63	81
B 21. Cheerleading should be open to girls only.	25	70	42	20	14	3	17	7
C 11. I would like to be a cheerleader.	85	46	4	18	0	18	4	14

(continued)

Table 38 (continued)

Item	Strongly Disagree Boys	Strongly Disagree Girls	Disagree Somewhat Boys	Disagree Somewhat Girls	Agree Somewhat Boys	Agree Somewhat Girls	Strongly Agree Boys	Strongly Agree Girls
C 22. I would like to play on a team with both boys and girls.	22	32	30	9	30	23	19	32
B 7. Intramural sports should be open to both boys and girls.	3	0	6	7	28	13	64	80
A 23. There should be more school athletic activities for boys than there are now.	10	28	29	53	25	8	36	6
C 14. There should be more school athletic activities for girls than there are now.	22	27	44	18	15	23	15	32
A 15. Boys' and girls' sports get the same amount of attention at our school.	35	34	26	36	27	19	12	11
A 6. I get to participate in the sports that I want to.	4	3	1	17	23	23	71	56
B 4. Girls are less interested in sports than boys are.	28	43	28	27	28	27	14	3
B 9. Boys need more athletic equipment than girls do.	8	33	28	20	44	43	17	3

Percent Responding

(continued)

Table 38 (continued)

Item	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 22. I like to watch the boys' sports teams.	3	0	8	10	33	20	47	70
C 24. I like to watch the girls' sports teams.	4	14	4	5	44	36	48	41

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 84	Girls = 64
	Form B--Boys = 36	Girls = 30
	Form C--Boys = 27	Girls = 22
	147	116

Table 39

CAREERS AND EMPLOYMENT
Twelfth Grade

		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
C 23.	Boys and girls should be given the same information and choices for careers.	4	14	11	5	15	5	70	77
C 12.	Boys and girls should have the same opportunities for jobs outside of school.	7	9	26	9	22	18	44	64
A 9.	Girls and boys perform equally well at most jobs.	16	0	24	25	43	39	18	36
B 20.	It is silly for boys to learn about careers usually followed by women.	31	50	25	40	14	7	22	3
A 17.	It is silly for girls to learn about careers usually followed by men.	26	72	49	22	17	3	7	3
C 15.	In school, we have talked about women in careers typically held by men.	19	5	30	23	22	41	22	27

(continued)

Table 39 (continued)

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 19.	It is important for boys to consider marriage and family responsibilities when choosing a career.	17	13	17	20	31	27	33	40
C 8.	It is important for girls to consider marriage and family responsibilities when choosing a career.	7	55	33	14	48	14	11	18
A 18.	It is more important for boys to get good grades than for girls.	41	75	33	17	17	3	6	2
B 13.	It is more important for boys to go to college than girls.	42	67	33	17	17	7	3	3
C 19.	It is more important for a boy to find a high-paying job than it is for a girl.	19	68	26	18	30	5	26	9
C 17.	Bus drivers should be men.	26	68	44	23	19	0	11	9

(continued)

Table 39 (continued)

Item	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 22. If a boy said he wanted to become a nurse, other students would give him a hard time.	4	11	17	17	36	47	43	23
B 11. If a girl said she wanted to become a construction worker, other students would give her a hard time.	17	7	39	40	25	50	17	3
B 24. Librarians should be women.	28	47	25	40	22	10	11	0

Percent Responding

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 64
Form B--Boys = 36 Girls = 30
Form C--Boys = 27 Girls = 22
147 116

Table 40

RECOGNITION
Twelfth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 12. Boys are smarter than girls.	22	80	33	17	17	0	14	0
A 16. Girls are smarter than boys.	49	31	30	36	11	20	5	8
B 15. Teachers try to help boys do as well as girls in reading.	8	3	31	17	44	33	17	37
A 8. Teachers try to help girls do as well as boys in math.	11	13	12	19	26	19	51	47
A 4. Boys receive more awards at school than girls do.	27	27	33	31	30	30	10	13

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 84	Girls = 64
	Form B--Boys = 36	Girls = 30
	Form C--Boys = 27	Girls = 22
	147	116

Table 41

STUDENT-STAFF INTERACTION
Twelfth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 8. Boys and girls should be treated the same as far as discipline at school is concerned.	0	0	0	10	14	27	86	63
A 24. The staff at this school treat boys and girls differently.	23	16	30	31	24	39	21	14
A 5. Boys get into trouble at school more often than girls do.	16	17	23	33	38	36	24	13
B 3. Girls get into trouble at school more often than boys do.	44	47	33	43	11	10	8	0
C 9. Girls obey the rules better than boys do.	41	23	37	23	19	36	4	18
B 10. I think most teachers prefer to teach girls.	17	17	22	53	31	17	22	7
B 23. Teachers expect girls to do better in school than boys.	22	13	17	20	28	50	31	13

(continued)

Table 41 (continued)

Item	Strongly Disagree Boys	Strongly Disagree Girls	Disagree Somewhat Boys	Disagree Somewhat Girls	Agree Somewhat Boys	Agree Somewhat Girls	Strongly Agree Boys	Strongly Agree Girls
C 2. Teachers grade boys more strictly than they grade girls.	26	59	37	32	22	9	15	0
C 7. Teachers spend more time talking to boys than girls.	56	46	33	32	4	9	7	14

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A—Boys = 84	Girls = 64
	Form B—Boys = 36	Girls = 30
	Form C—Boys = 27	Girls = 22
	147	116

Table 42

PEER INTERACTION
Twelfth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 11. Boys and girls do not treat each other as equals.	13	13	36	23	32	42	19	22
C 6. I like to have both girls and boys as friends.	7	4	0	0	4	0	89	96
C 21. I would rather have a boy in charge of a project I am working on than a girl.	19	59	44	32	33	9	4	0
B 16. I would rather have a girl in charge of a project I am working on than a boy.	22	27	50	33	14	23	8	7
A 7. I would like to be class president.	46	34	24	30	24	27	6	9
C 13. I would like to be a secretray or treasurer for my class.	48	23	33	36	19	23	0	18

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 64
Form B--Boys = 36 Girls = 30
Form C--Boys = 27 Girls = 22
147 116

Table 43

EQUITY PROGRAMS AND MATERIALS
Twelfth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 2. I am glad the school district is trying to increase equity for boys and girls.	10	5	13	8	51	38	23	50
B 5. Too much time and effort are being spent on sex equity.	3	17	28	23	42	33	28	23
C 4. We should study the changing roles of men and women.	11	14	22	23	48	32	19	32
C 10. I would like to learn how changes in men's roles are affecting women.	11	18	30	23	41	36	19	23
A 13. I would like to learn how changes in women's roles are affecting men.	23	5	23	16	46	44	5	36
A 12. Teachers include class projects on famous men.	20	11	31	20	30	41	17	23
B 17. Teachers include class projects on famous women.	17	27	25	30	36	30	6	7

(continued)

Table 43 (continued)

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 18. I would like to learn more about the contributions of men to our society.	25	10	14	43	36	27	6	7
C 18. I would like to learn more about the contributions of women to our society.	15	5	52	23	26	55	7	18
C 16. Teachers have discussed how changes in society affect opportunities for men and women.	11	5	19	18	52	46	15	27
C 5. Students are not aware of laws related to sex equity.	11	18	41	18	33	41	15	18
B 2. If I am treated unfairly in school because of my sex, there is nothing I can do about it.	47	47	42	37	6	10	6	3
B 14. Certain sections of the library contain books mostly for boys.	22	30	33	10	33	43	11	13

(continued)

Table 43 (continued)

Item		Percent Responding							
		Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 19.	Certain sections of the library contain books mostly for girls.	25	33	38	44	24	23	7	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 84	Girls = 64
	Form B--Boys = 36	Girls = 30
	Form C--Boys = 27	Girls = 22
	147	116

Table 44

ELECTIVES
CURRENT ENROLLMENT
Twelfth Grade

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding									
	All Boys		More Boys		Half & Half		More Girls		All Girls	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 25. Office occupations	1	0	1	0	10	22	37	33	44	42
A 26. Music	1	0	5	0	52	64	32	33	2	2
A 27. Chemistry	5	0	20	13	46	45	16	30	5	8
A 28. Power mechanics	68	69	23	27	0	2	1	0	0	0
A 29. Journalism	0	0	2	5	64	61	14	19	2	0
A 30. Health occupations	0	0	4	0	35	30	37	39	16	30
A 31. Fisheries	45	52	26	25	11	5	1	0	0	2
A 32. Construction cluster	71	70	17	23	4	3	0	0	0	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A--Boys = 84	Girls = 64
	Form B--Boys = 36	Girls = 30
	Form C--Boys = 27	Girls = 22
	147	116

Table 45

ELECTIVES
IDEAL ENROLLMENT
Twelfth Grade

Question: What do you think is the ideal mix of students in these classes?

Item	All Boys		More Boys		Half & Half		More Girls		All Girls	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 25. Office occupations	0	0	3	0	25	33	25	37	44	27
B 26. Music	0	0	0	3	58	66	25	31	14	0
B 27. Chemistry	11	0	33	30	47	67	3	0	0	0
B 28. Power mechanics	58	43	25	37	14	17	0	0	0	0
B 29. Journalism	0	0	3	10	86	80	3	3	3	0
B 30. Health occupations	0	0	3	0	56	57	19	23	17	17
B 31. Fisheries	14	23	44	30	25	33	6	0	3	0
B 32. Construction cluster	58	43	25	40	14	13	0	0	0	0

(Percent Responding)

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 64
Form B--Boys = 36 Girls = 30
Form C--Boys = 27 Girls = 22
147 116

Table 46

ELECTIVES
ATTITUDES--BOYS
Twelfth Grade

Question: Write the number of the statement which describes your plans for the class.

Item	Percent Responding									
	1	2	3	4	5	6	7	8	9	10
C 25. Office occupations	15	7	7	44	0	7	0	0	7	7
C 26. Music	37	4	0	30	4	4	4	0	11	4
C 27. Chemistry	22	0	0	30	19	11	0	0	0	15
C 28. Power mechanics	11	11	11	19	4	22	0	0	0	19
C 29. Journalism	7	7	4	56	4	7	0	0	4	7
C 30. Health occupations	22	11	4	44	0	0	0	4	0	11
C 31. Fisheries	7	4	4	41	0	19	4	0	0	15
C 32. Construction cluster	22	4	11	19	0	15	4	0	0	22

Key to Table 46

1. I have already taken the class.
2. I am currently taking the class.
3. I am planning to take the class.
4. I am not planning to take the class because I'm not interested.
5. I am not planning to take the class because I'm not good at it.
6. I am not planning to take the class because I can't fit it in my schedule.
7. I am not planning to take the class because none of my friends are.
8. I am not planning to take the class because my parents don't want me to.
9. I am not planning to take the class because I would feel uncomfortable.
10. I am not planning to take the class because of some other reason.

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 64
Form B--Boys = 36 Girls = 30
Form C--Boys = 27 Girls = 22
147 116

Table 47

ELECTIVES
ATTITUDES--GIRLS
Twelfth Grade

Question: Write the number of the statement which describes your plans for the class.

Item	Percent Responding									
	1	2	3	4	5	6	7	8	9	10
C 25. Office occupations	9	27	5	27	5	9	0	0	0	18
C 26. Music	36	9	5	14	14	5	0	0	5	9
C 27. Chemistry	9	9	14	50	9	5	0	0	0	0
C 28. Power mechanics	0	0	0	59	9	9	0	0	14	5
C 29. Journalism	27	23	5	14	5	18	0	0	0	5
C 30. Health occupations	27	18	5	27	0	9	0	0	0	9
C 31. Fisheries	5	0	0	73	0	5	0	5	5	5
C 32. Construction cluster	5	5	0	55	0	9	0	0	5	18

Key to Table 47

1. I have already taken the class.
2. I am currently taking the class.
3. I am planning to take the class.
4. I am not planning to take the class because I'm not interested.
5. I am not planning to take the class because I'm not good at it.
6. I am not planning to take the class because I can't fit it in my schedule.
7. I am not planning to take the class because none of my friends are.
8. I am not planning to take the class because my parents don't want me to.
9. I am not planning to take the class because I would feel uncomfortable.
10. I am not planning to take the class because of some other reason.

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents:		
	Form A—Boys = 84	Girls = 64
	Form B—Boys = 36	Girls = 30
	Form C—Boys = 27	Girls = 22
	147	116

Table 48

ELECTIVES

Twelfth Grade

	Percent Responding							
	Strongly Disagree		Disagree Somewhat		Agree Somewhat		Strongly Agree	
Item	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A 10. Boys are reluctant to sign up for "girls' classes."	16	6	18	19	41	53	25	19
C 3. Girls are reluctant to sign up for "boys' classes."	15	27	44	27	30	27	11	18

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Form A--Boys = 84 Girls = 64
Form B--Boys = 36 Girls = 30
Form C--Boys = 27 Girls = 22
147 116

Teacher Views on Sex Equity

A total of 307 teachers and teacher aides responded to the 64 items on the teaching staff questionnaire. There were three types of items for teachers to respond to: (1) statements requiring a Strongly Agree to Strongly Disagree response on a four-point scale; (2) a list of 22 statements in which teachers were asked to check those items which were true; and (3) a list of eight electives for which teachers indicated the currently enrolled mix of boys and girls and what they thought was ideal.

The first two types of items are presented together in the tables which follow. If one of the second types of items was checked, the percentage of respondents is indicated in the "Strongly Agree" column of the table. If the item was not checked, the percentage of respondents is indicated in the "Strongly Disagree" column. Although those two labels may not accurately reflect the degree of feeling intended by the respondents, the procedure does allow the two types of items to be included in the same table.

Physical and Extracurricular Activities

Only 35 percent of the teachers agree that boys and girls should have different physical education classes, although that percentage is somewhat greater (see Table 49) than the percentage of students who agree with that statement. About half of the teachers agree that boys and girls should not play on the same athletic teams.

While teachers may not wholeheartedly believe in coeducational athletics, nearly all would agree that intramural sports should be open to both boys and girls, and the same amount of money and attention should be given to boys' sports and girls' sports. About three-fourths of the staff presently believe there is an equal emphasis on boys' and girls' sports at school. Only a third believe that equality in athletics is not a popular idea in the community and that girls have not been encouraged to have an interest in athletics as boys have. Most teachers do not agree that there is any stigma attached to participating in certain extracurricular activities for either girl or boy students.

Careers and Employment

About half of the teachers and aides at Lincoln County School District (LCSD) agree that the distribution of men and women in various jobs is not equitable (See Table 50). However, less than a third agree that employment practices at LCSD are a poor example of sex equity in action. Nearly all teachers agree that boys and girls should be given the same information and choices for careers, while about half also agree that students are not fully informed about the range of career choices that are available to them. About a third believe that employment opportunities are not equal for high school boys and girls.

About three-fourths of the staff agree that it is important for boys to consider marriage and family responsibilities when choosing a career, and a like number agree it is important for girls. The majority do not agree that it is more important for a boy to find a high-paying job than it is for a girl.

Recognition

As shown in Table 51, teachers generally believe that boys and girls receive the same amount of recognition. Most teachers do not expect more academic achievement from girls than from boys, and the majority would disagree that there are achievement differences between boys and girls. Most agree that boys and girls should receive about the same number of academic awards; they do not agree that boys receive more extracurricular awards than girls do.

Student-Staff Interaction

Teachers and aides agree that boys and girls should be treated the same as far as discipline is concerned. The majority disagree that boys and girls receive differential treatment from school staff (see Table 52).

Peer Interaction

As Table 53 shows, less than a third of the staff believe that boys are more often encouraged to be leaders than are girls, or that girls are usually the leaders in student groups. The majority of the teachers and aides do not agree that sex equity programs will have little influence on the way boys and girls interact with each other, or that boys and girls do not treat each other as equals.

Equity Programs and Materials

Table 54 displays the results from 18 questions about equity programs and materials. The majority of the staff agree that the changing roles of men and women should be studied as part of the curriculum. Sixty-two percent would like to learn some non-sexist teaching strategies and 67 percent would like to use sex equity curriculum materials. About three-fourths of the staff are already using special methods to promote sex equity, and about half are using special materials. However, nearly half also agree that existing programs and materials for achieving sex equity are inadequate. The majority of the staff say they need to know how to recognize biased materials and how to supplement or revise materials if they are biased. However, the majority of the staff also agree that school materials are already reviewed for sex bias before they are ordered.

Half of the staff believe they presently need resource materials to promote sex equity, but less than half feel they need inservice training to learn more about sex equity goals. It seems as though most staff already have an awareness of sex equity issues, and are now at the point of desiring more specific training in methods and materials.

The majority of teachers and aides agree that sex role stereotypes in their community are firmly entrenched, and that people are not really aware of Title IX legislation and what it means. Most agree that people will change their behaviors and teaching techniques in order to achieve sex equity. Less than half the staff feel that sex equity does not have real support in the community or that too much time and effort are being spent on sex equity issues. However, at least a third of the teachers and aides do feel a lack of commitment to sex equity issues. This will have some implications for future inservice. Less than half the staff agree that people are willing to change their behaviors to achieve sex equity, but they do not really know how. About half the staff think that people do not know what to do about cases of sex discrimination.

Electives

Table 55 presents what teachers and aides believe to be the current enrollment in eight elective clases. Direct comparisons with student responses are not possible since the electives listed are not the same for both groups. However, teachers tend to see advanced math, chemistry and power mechanics as having more boys enrolled than girls, while home economics and office occupations have more girls enrolled than boys. As Table 56 indicates, most teachers would like to see all of the electives with more of a 50/50 mix of boys and girls. Staff are split fairly evenly on the issue of whether or not girls are reluctant to sign up for boys' classes and whether or not boys are reluctant to sign up for girls' classes, although more teachers agree with the latter statement (see Table 57).

Summary

From the teaching staff's point of view, there do not seem to be any serious equity problems in the area of athletics or extracurricular activities. While not all teachers believed in coeducational sports, they do feel there should be equal emphasis on girls' and boys' sports. Teachers also support equal career opportunities but feel that students are not given enough information about the range of careers open to them. Staff generally believe that the two sexes are equal in the amount of recognition they receive at school, in the way they are treated by staff, and in the way they treat each other.

In the classroom, most teachers would like to learn more non-sexist teaching strategies and have more sex equity curriculum materials since those they have are inadequate. While teachers themselves are aware of sex equity issues, they do not feel that the community is as well-informed. As far as electives, most teachers would like to see more of an equal mix of boys and girls in their classes than they see now.

Table 49

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Teachers

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
6. Boys and girls should have different P.E. classes.	44	20	17	18
21. Boys and girls should not play on the same athletic teams.	21	25	27	22
11. Intramural sports should be open to both boys and girls.	2	4	11	82
24. The same amount of money and attention should be given to boys' sports and to girls' sports.	6	10	21	59
13. There is an equal emphasis on boys' and girls' sports at our school.	10	14	32	41
37* The whole idea of equality in athletics is not a popular one in our community.	64			36
46* Girls have not been encouraged to have an interest in athletics as boys have.	67			33

Table 49 (continued)

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
43* There is a stigma attached to participating in certain extracurricular activities for boy students.	80			20
42* There is a stigma attached to - participating in certain extracurricular activities for girl students.	86			14

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 50

CAREERS AND EMPLOYMENT
Teachers

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
16. The distribution of men and women in various jobs at LCSD is not equitable.	17	19	31	21
38* Employment practices in LCSD are a poor example of sex equity in action.	69			31
19. Boys and girls should be given the same information and choices for careers.	5	2	8	84
39*Boys and girls are not fully informed about the range of career choices that are available to them.	55			45
40* Employment opportunities are not equal for high school girls and high school boys.	64			36
23. It is important for boys to consider marriage and family responsibilities when choosing a career.	12	10	32	43

(continued)

Table 50 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
26. It is important for girls to consider marriage and family responsibilities when choosing a career.	14	8	30	43
18. It is more important for a boy to find a high-paying job than it is for a girl.	63	13	11	10

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 51

RECOGNITION
Teachers

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
14. Teachers expect more academic achievement from girls than from boys.	49	25	20	4
44* There are achievement differences between boys and girls.	66			34
20. Boys and girls should receive about the same number of academic awards.	9	7	20	58
45* Boys tend to receive more extra-curricular awards for achievements than girls do.	68			32

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 52

STUDENT-STAFF INTERACTION
Teachers

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
12. Boys and girls should be treated the same as far as discipline is concerned.	2	3	10	84
36* Boys and girls receive differential treatment from school staff.	73			27
41* Girls and boys do not receive equal treatment in disciplinary action.	74			26

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 53

PEER INTERACTION
Teachers

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
15. Boys are more often encouraged to be leaders than are girls.	44	24	23	7
22. Girls are usually the leaders in student groups.	29	41	18	4
25. Sex equity programs will have little influence on the way boys and girls interact with each other.	26	30	28	10
47* Boys and girls do not treat each other as equals.	60			40

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 54

EQUITY PROGRAMS AND MATERIALS
Teachers

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
1. The changing roles of men and women should be studied as part of the curriculum.	8	7	39	45
9. I would like to learn some specific non-sexist teaching behaviors and strategies to use in interacting with students.	15	18	32	30
4. I would like to use special curriculum materials that are designed to help achieve sex equity.	11	17	37	30
2. I am using special methods in my interactions with students to promote sex equity.	10	11	53	21
5. I am using special materials in my classroom to promote sex equity.	17	25	40	8
28* Existing programs and materials for achieving sex equity are inadequate.	55			45
10. I need to know how to recognize biased instructional materials.	17	24	33	21

(continued)

Table 54 (continued)

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
8. I would like to know how to supplement or revise materials if they are biased.	14	16	38	27
3. School materials are reviewed for sex bias before they are ordered.	9	14	39	33
7. I need resource materials to promote sex equity.	21	24	33	17
17. I would like to attend inservice training to learn more about sex equity goals.	36	19	24	15
27* Sex role stereotypes in this community are firmly entrenched.	41			59
31* People are not really aware of Title IX legislation and what it means.	43			57
30* People won't change their behaviors and teaching techniques in order to achieve sex equity.	72			28
29* Sex equity (Title IX) does not have real support in this community.	59			41
48* Too much time and effort are being spent on sex equity issues.	63			37

(continued)

Table 54 (continued)

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
35* People are willing to change their behaviors to achieve sex equity, but they don't really know how.	61			39
32* People don't know what to do about cases of sex discrimination.	48			52

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 55

ELECTIVES
CURRENT ENROLLMENT
Teachers

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
57. Journalism	0	4	42	21	0
58. Advanced Math	6	30	24	7	0
59. Home Economics	0	0	8	38	26
60. Office Occupations	0	0	9	40	21
61. Music	0	3	37	28	3
62. Chemistry	4	32	27	5	1
63. Art	0	2	50	17	1
64. Power Mechanics	40	24	4	1	1

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Table 56

ELECTIVES
IDEAL ENROLLMENT
Teachers

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
49. Journalism	1	0	81	1	0
50. Advanced Math	0	3	78	2	0
51. Home Economics	0	0	63	17	1
52. Office Occupations	0	0	67	12	2
53. Music	0	0	80	2	0
54. Chemistry	0	4	77	1	0
55. Art	0	0	79	3	0
56. Power Mechanics	4	22	54	1	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: 307

Table 57

ELECTIVES
Teachers

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
33* Girls are reluctant to sign up for traditionally "boys'classes."	52			48
34* Boys are reluctant to sign up for traditionally "girls' classes.	42			58

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 307

Administrator Views on Sex Equity

There were 18 respondents to the 62-item administration questionnaire. It consisted of the same questions as those on the teacher questionnaire with the exception of a few items pertaining to equity programs and materials.

Physical and Extracurricular Activities

Like the teachers, less than half the administrators think boys and girls should have different physical education classes. Slightly more than half agree that boys and girls should not play on the same athletic teams, but all administrators agree that intramural sports should be open to both boys and girls. About two-thirds agree that the same amount of money and attention should be given to boys' and girls' sports, but a third do not agree that there is equal emphasis on boys' and girls' sports at school. Less than half the administrators would say that the idea of equality in athletics is not popular in the community, or that girls have not been encouraged to have an interest in athletics as much as boys have. Very few would agree that there is any stigma attached to prticipating in certain extracurricular activities for either boy or girl students (see Table 58).

Careers and Employment

As shown on Table 59, over two-thirds of the administrators feel that the distribution of men and women in the various jobs at LCSD is not equitable, but most do not agree that employment practices in LCSD are a poor example of sex equity in action. Nearly all administrators agree that boys and girls should be given the same information and choices for careers; most also agree that students are not fully informed about the range of career choices that are available to them. Unlike the teachers, over half of the administrators feel that employment opportunities are not equal for boys and girls. Nearly all administrators think it is important for both boys and girls to consider marriage ad family responsibilities when choosing a career, although most do not think it more important for a boy to find a high-paying job than for a girl.

Recognition

Table 60 reveals some differences between administrators and teachers in the area of recognition for students. Over half the administrators agree that teachers expect more academic achievement from girls than from boys, while less than one-fourth of the teachers agree with that. Similarly, 61 percent of administrators agree that there are achievement differences between boys and girls, but only 34 percent of the teachers think so. Halr the administrators think boys receive more extracurricular awards than girls do, but only a third of the teachers agree. Teachers and administrators do concur that boys and girls should receive about the same number of academic awards.

Student-Staff Interaction

All the administrators feel that boys and girls should be treated the same as far as discipline, but over half think they in fact receive differential treatment from school staff, and do not receive equal treatment in disciplinary actions. Thee responses (Table 61) are in contrast to teachers responses which indicate that boys and girls do receive equal treatment from staff.

Peer Interaction

As shown in Table 62, almost half of the administrators agree that boys are more often encouraged to be leaders than are girls, and most disagree that girls are usually the leaders in student groups. Over half agree that boys and girls do not treat each other as equals, but the majority do not agree that sex equity programs will have little influence on the way boys and girls interact with each other.

Equity Programs and Materials

Table 63 shows that most administrators agree that the changing roles of men and women should be studied as part of the school curriculum. Over half would like to learn some specific non-sexist behaviors and strategies to use in interacting with students and would encourage the use of special curriculum materials designed to help achieve sex equity. Over half also report that they are currently using special methods and materials to promote sex equity, although they believe that existing programs and materials are inadequate. The majority of administrators agree that they need to know how to recognize biased instructional materials and to know how school materials are reviewed for sex bias before they are ordered. Less than half are interested in attending inservice training to learn more about sex equity goals.

Most administrators agree that sex role stereotypes in their community are firmly entrenched and that people are not really aware of Title IX legislation and what it means. The majority agree that sex equity does not have real support in the community and that people do not know what to do about cases of discrimination. These opinions, if supported by the facts, would suggest a need for disseminating more information about Title IX and its implications to the community.

The majority of administrators do not agree that people will not change their behaviors in order to achieve sex equity or that too much time and effort are being spent on sex equity issues. Over half believe that people are willing to change their behaviors to achieve sex equity but they do not really know how.

Electives

Table 64 presents what administrators believe to be the current enrollment in eight elective courses. Like the teachers, administrators believe there are more boys than girls in advanced math, chemistry and power mechanics, while home economics and office occupations have more girls. Administrators are more likely than teachers to see journalism and music as predominantly female electives. By contrast, nearly all administrators would ideally like to see elective classes containing half girls and half boys (Table 65). Like the teachers, administrators are split fairly evenly on the issue of whether or not girls are reluctant to sign up for boys' classes and whether or not boys are reluctant to sign up for girls' classes, although more administrators agree with the latter statement (Table 66).

Summary

Like the teachers, administrators do not see any serious equity problems in the area of athletics or extracurricular activities. They feel that boys' and girls' sports should receive equal emphasis, but not necessarily a coeducational emphasis. Like the teachers, administrators also feel that students need more information about the range of career opportunities available. Administrators differ from teachers in their perceptions of student recognition and student-staff interaction. Administrators see sex differences in expectations teachers have for student achievement in actual student achievement, in awards received, and in disciplinary treatment. Like the teaching staff, administrators are interested in learning specific non-sexist behaviors and strategies to use in interacting with students, but they are already aware of basic sex equity goals. Administrator also see a need for providing more sex equity information to the community and for encouraging students to enroll in nontraditional elective courses.

Table 58

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Administrators

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
8. Boys and girls should have different P.E. classes.	39	22	6	33
10. Boys and girls should not play on the same athletic teams.	33	11	22	33
14. Intramural sports should be open to both boys and girls.	0	0	6	94
21. The same amount of money and attention should be given to boys' and girls' sports.	17	11	17	50
15. There is equal emphasis on boys' and girls' sports at our school.	22	11	33	22
35* The whole idea of equality in athletics is not a popular one in this community.	56			44
44* Girls have not been encouraged to have an interest in athletics as much as boys have.	61			39

(continued)

Table 58 (continued)

	Percent Responding			
Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
41* There is a stigma attached to participating in certain extracurricular activities for boy students.	89			11
40* There is a stigma attached to participating in certain extracurricular activities for girl students.	100			0

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 59

CAREERS AND EMPLOYMENT
Administrators

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
17. The distribution of men and women in the various jobs at LCSD is not equitable.	11	17	39	33
36* Employment practices in LCSD are a poor example of sex equity in action.	72			28
23. Boys and girls should be given the same information and choices for careers.	6	0	0	94
37* Boys and girls are not fully informed about the range of career choices that are available to them.	28			72
22. It is important for boys to consider marriage and family responsibilities when choosing a career.	0	6	44	50
38* Employment opportunities are not equal for high school girls and boys.	44			56

(continued)

Table 59 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
24. It is important for girls to consider marriage and family responsibilities when choosing a career.	6	6	33	56
18. It is important for a boy to find a high paying job than it is for a girl.	61	6	17	17

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 60

RECOGNITION

Administrators

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
13. Teachers expect more academic achievement from girls than from boys.	22	22	44	11
42* There are achievement differences between boys and girls.	39			61
9. Boys and girls should receive about the same number of academic awards.	11	11	28	44
43* Boys tend to receive more extracurricular awards for achievements than girls do.	50			50

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 61

STUDENT-STAFF INTERACTION
Administrators

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
19. Boys and girls should be treated the same as far as discipline at school is concerned.	0	0	6	94
34* Boys and girls receive differential treatment from school staff.	39			61
39* Girls and boys do not receive equal treatment in disciplinary actions.	33			67

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 62

PEER INTERACTION

Administrators

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
16. Boys are more often encouraged to be leaders than are girls.	22	33	39	6
12. Girls are usually the leaders in student groups.	44	39	17	0
11. Sex equity programs will have little influence on the way boys and girls interact with each other.	50	11	22	17
45* Boys and girls do not treat each other as equals.	39			61

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 63

EQUITY PROGRAMS AND MATERIALS
Administrators

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
1. The changing roles of men and women should be studied as part of the school curriculum.	11	0	39	50
6. I would like to learn some specific non-sexist behaviors and strategies to use in interacting with students.	11	22	28	33
4. I would encourage the use of special curriculum materials that are designed to help achieve sex equity.	6	11	17	67
2. I am using special methods in my interactions with students to promote sex equity.	0	11	50	22
5. I am using special special materials in my building/ department to promote sex equity.	11	17	39	17
26* Existing programs and materials for achieving sex equity are inadequate.	39			61
7. I need to know how to recognize biased instructional materials.	17	17	22	39

(continued)

Table 63 (continued)

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
3. School materials are reviewed for sex bias before they are ordered.	6	17	33	39
20. I would like to attend inservice training to learn more about sex equity goals.	22	28	22	22
29* People are not really aware of Title IX legislation and what it means.	17			83
25* Sex role stereotypes in this community are firmly entrenched.	17			83
27* Sex equity (Title IX) does not have real support in this community.	44			56
28* People won't change their behaviors and teaching techniques in order to achieve sex equity.	67			33
30* People don't know what to do about cases of sex discrimination.	11			89
46* Too much time and effort are being spent on sex equity issues.	78			22

(continued)

Table 63 (continued)

Item	Percent Responding Strongly Disagree	 Disagree Somewhat	 Agree Somewhat	 Strongly Agree
33* People are willing to change their behaviors to achieve sex equity, but they don't really know how.	39			61

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 64

ELECTIVES
CURRENT ENROLLMENT
Administrators

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
55. Journalism	0	11	28	44	0
56. Advanced Math	0	72	22	0	0
57. Home Economics	0	0	0	56	39
58. Office Occupations	0	0	6	44	44
59. Music	0	0	39	56	0
60. Chemistry	6	83	6	0	0
61. Art	0	0	67	22	6
62. Power Mechanics	78	17	0	0	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 65

ELECTIVES
IDEAL ENROLLMENT
Administrators

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
47. Journalism	0	0	100	0	0
48. Advanced Math	0	0	100	0	0
49. Home Economics	0	0	83	17	0
50. Office Occupations	0	0	78	22	0
51. Music	0	0	94	6	0
52. Chemistry	0	6	94	0	0
53. Art	0	0	100	0	0
54. Power Mechanics	6	11	78	6	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: Boys = n = 18

Table 66

ELECTIVES
Administrators

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
31* Girls are reluctant to sign up for traditionally "boys' classes."	50			50
32* Boys are reluctant to sign up for traditionally "girls' classes."	39			61

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

School Board Views on Sex Equity

The School Board Questionnaire was administed to 23 members of the school board and local school committees. The 56 items on the board questionnaire were the same as the items on the teacher and administrator questionnaires, with the exception of items related to equity programs and materials.

Physical and Extracurricular Activities

Unlike students, teachers and administrators, slightly more than half of the board and school committee members agree that boys and girls should have different physical education classes. Over half also agree that boys and girls should not play on the same athletic teams, but nearly all feel that intramural sports should be open to both boys and girls. The majority agree that the same amount of money and attention should be given to boys and girls' sports and that there presently is equal emphasis on boys' and girls' sports. Most board and school committee members do not agree that equality in athletics is unpopular, that girls have not been encouraged to have an interest in athletics, or that there is a stigma attached to participating in certain extracurricular activities for boys or girls (See Table 67).

Careers and Employment

As shown in Table 68, about half of the board and school committee members agree that the distribution of men and women in the various jobs at LCSD is not equitable, but less than one-fourth agree that employment practices in LCSD are a poor example of sex equity in action. Nearly all agree that boys and girls should be given the same information and choices for careers, but nearly half believe that students are not fully informed about the range of career choices that are available to them. Less than a third of the board and school committee members think that employment opportunities are not equal for girls and boys. The majority think it is important for both boys and girls to consider marriage and family responsibilities when choosing a career, but they do not agree that it is more important for a boy to find a high-paying job than it is for a girl.

Recognition

Table 69 indicates that the majority of board and school committee members do not think teachers expect more academic achievement from girls than from boys, that there are achievement differences between boys and girls, or that boys tend to receive more extracurricular awards than girls do. About three-fourths agree that boys and girls should receive about the same number of academic awards.

Student-Staff Interaction

As shown in Table 70, most board and school committee members agree that boys and girls should be treated the same as far as discipline at school is concerned. Less than a third believe that boys and girls receive differential treatment from school staff.

Peer Interaction

About half the board and school committee members agree that boys are more often encouraged to be leaders than are girls; the majority disagree that girls are usually the leaders in student groups. Less than half believe that sex equity programs will have little influence on the way boys and girls interact with each other or that boys and girls do not treat each other as equals (see Table 71).

Equity Programs and Materials

Like the teachers and administrators, board and local school committee members agree that the changing roles of men and women should be studied as part of the school curriculum. Unlike teachers and administrators, however, they do not feel that existing programs and materials for achieving sex equity are inadequate. Somewhat less than half the board and local school committee members are interested in learning more about sex equity goals, but whether this is due to lack of interest or to sufficient knowledge already is not known.

Only one-fourth believe that sex role stereotypes in the community are firmly entrenched. Even fewer agree that sex equity does not have real support in the community. The majority do agree that people are not really aware of Title IX legislation and what it means; that people do not know what to do about cases of sex discrimination. Most board and school committee members do not agree that people will not change their behaviors in order to achieve sex equity. Almost half believe that people are willing to change their behaviors to achieve sex equity, but they really do not know how. Forty-four percent of board and committee members also believe that too much time and effort are being spent on sex equity issues (see Table 72).

Electives

Table 73 presents the perceptions of current enrollment in eight elective classes. Like the teachers and administrators, board and local school committee members perceive there are more boys than girls in advanced math, chemistry and power mechanics, while there are more girls than boys in home economics, office occupations and music.

Ideally, board and local school committee members would like to see more of an equal mix of boys and girls in elective classes than they see now (Table 74). The majority disagree that girls and boys are reluctant to sign up for nontraditional classes (Table 75).

Summary

The views of the school board and local school committee members are generally more like those of the teachers than like those of the administrators. Board and local school committee members also tend to see the schools in a more ideal sense than teachers and administrators do. The majority do not believe that boys and girls should have coeducational athletic activities, and do not believe there is equal emphasis on boys' and girls' sports. Most think employment opportunities are equal for boys and girls, but students need more information for making career choices. In the areas of recognition, student-staff interaction, and peer interaction, board members see little difference in the way boys and girls are treated. Board and committee members generally perceived that sex equity issues are supported by the community, but people needed more information. Almost half feel that too much time and effort are being spent on sex equity issues. Finally, like the teachers and administrators, board and local school committee members though elective classes should have a more equal mix of boys and girls than they have now.

Table 67

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
School Board

	Percent Responding			
Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
8. Boys and girls should have different P.E. classes.	22	22	4	48
2. Intramural sports should be open to both boys and girls.	4	0	22	74
6. Boys and girls should not play on the same athletic teams.	26	13	17	44
7. The same amount of money and attention should be given to boys' and girls' sports at our school.	9	17	22	48
4. There is equal emphasis on boys' and girls' sports at our school.	0	44	22	35
29* The whole idea of equality in athletics is not a popular one in this community.	78			22
38* Girls have not been encouraged to have an interest in athletics as boys have.	78			22

(continued)

Table 67 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
34* There is a stigma attached to participating in certain extracurricular activities for boy students.	91			9
35* There is a stigma attached to participating in certain extracurricular activities for girl students.	96			4

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

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Table 68

CAREERS AND EMPLOYMENT
School Board

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
14. The distribution of men and women in the various jobs at LCSD is not equitable.	22	13	35	13
30* Employment practices in LCSD are a poor example of sex equity in action.	78			22
12. Boys and girls should be given the same information and choices for careers.	0	4	4	91
31* Boys and girls are not fully informed about the range of career choices that are available to them.	56			44
32* Employment opportunities are not equal for high school girls and boys.	70			30
16. It is important for boys to consider marriage and family responsibilities when choosing a career.	4	17	13	65

(continued)

Table 68 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
18. It is important for girls to consider marriage and family responsibilities when choosing a career.	9	4	26	61
15. It is more important for a boy to find a high paying job than it is for a girl.	44	26	22	9

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 69

RECOGNITION
School Board

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
5. Teachers expect more academic achievement from girls than from boys.	30	26	26	4
36* There are achievement differences between boys and girls.	74			26
10. Boys and girls should receive about the same number of academic awards.	17	4	30	48
37* Boys tend to receive more extra-curricular awards for achievements than girls do.	70			30

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 70

STUDENT-STAFF INTERACTION
School Board

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
3. Boys and girls should be treated the same as far as discipline at school is concerned.	4	0	9	87
28* Boys and girls receive differential treatment from school staff.	74			26
33* Girls and boys do not receive equal treatment in disciplinary actions.	70			30

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 71

PEER INTERACTION
School Board

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
11. Boys are more often encouraged to be leaders than are girls.	22	26	22	30
9. Girls are usually the leaders in student groups.	30	48	13	9
13. Sex equity programs will have little influence on the way boys and girls interact with each other.	26	35	30	9
39* Boys and girls do not treat each other as equals.	74			26

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 72

EQUITY PROGRAMS AND MATERIALS
School Board

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
1. The changing roles of men and women should be studied as part of the school curriculum.	9	9	61	22
20* Existing programs and materials for achieving sex equity are inadequate.	83			17
17. I would like to attend a presentation to learn more about sex equity goals.	26	17	30	13
19* Sex role stereotypes in this community are firmly entrenched.	74			26
21* Sex equity (Title IX) does not have real support in this community.	87			13
23* People are not really aware of Title IX legislation and what it means.	30			70
24* People don't know what to do about cases of sex discrimination.	35			65

(continued)

Table 72 (continued)

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
22* People won't change their behaviors and teaching techniques in order to achieve sex equity.	83			17
40* Too much time and effort are being spent on sex equity issues.	56			44
27* People are willing to change their behaviors to achieve sex equity, but they don't really know how.	56			44

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 73

ELECTIVES
CURRENT ENROLLMENT
School Board

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
49. Journalism	0	9	44	13	0
50. Advanced Math	0	26	35	4	0
51. Home Economics	0	0	9	44	17
52. Office Occupations	0	0	4	39	26
53. Music	0	0	35	22	9
54. Chemistry	0	17	39	4	4
55. Art	0	0	52	13	0
56. Power Mechanics	35	30	4	0	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 74

ELECTIVES
IDEAL ENROLLMENT
School Board

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
41. Journalism	4	0	65	0	0
42. Advanced Math	4	0	65	0	0
43. Home Economics	4	0	44	17	4
44. Office Occupations	4	0	39	22	4
45. Music	4	0	65	0	0
46. Chemistry	4	0	65	-	-
47. Art	4	0	65	0	0
48. Power Mechanics	9	26	35	0	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Table 75

ELECTIVES
School Board

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
25* Girls are reluctant to sign up for traditionally "boys' classes."	61			39
26* Boys are reluctant to sign up for traditionally "girls' classes."	61			39

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 23

Classified Staff Views on Sex Equity

A sample of 24 classified staff responded to the 38-item noninstructional staff questionnaire. Classified staff were asked to answer two types of questions: 1) statements requiring a Strongly Disagree to Strongly Agree response on a four-point scale, and 2) a list of 22 statements in which staff were asked to check those items which were true. As in the teacher, administrator, and school board questionnaires, the two types of items are presented together in the tables which follow.

Physical and Extracurricular Activities

Table 76 summarizes the responses of the classified staff regarding physical and extracurricular activities. The majority of the classified employees responding feel that boys and girls should have different physical education classes, but the same amount of money and attention should be given to boys' sports and girls' sports. Only a third agree that equality in athletics is not popular in the community or that girls have not been encouraged to have an interest in athletics as boys have. Most do not agree there is a stigma attached to participating in certain extracurricular activities for either boys or girls.

Careers and Employment

Like other groups, the majority of the classified staff agree that the distribution of men and women in the various jobs at LCSD is not equitable, but most do not agree that employment practices at LCSD are a poor example of sex equity in action (see Table 77). Nearly half feel that employment opportunities are not equal for high school boys and girls.

Almost all classified staff members agree that boys and girls should be given the same information and choices for careers, but half think students are not fully informed about the range of available career choices. The majority think it is important for both boys and girls to consider marriage and family responsibilities when choosing a career, but do not agree that it is more important for a boy to find a high-paying job than for a girl.

Regarding specific careers, the majority of classified staff do not agree that bus drivers should be men, that men are better at janitorial work than women, that women make better school cooks than men, or that the school nurse should be a woman.

Recognition

Table 78 shows that classified staff do not believe there are achievement differences between boys and girls. Most staff agree that boys and girls should receive about the same number of awards, but are evenly split on the issue of whether or not boys actually receive more awards than girls do.

Student-Staff Interaction

All of the classified staff agree that boys and girls should be treated the same as far as discipline, but are evenly split on whether or not boys and girls actually receive differential treatment from staff. Most agree that girls and boys receive equal disciplinary treatment (see Table 79).

Peer Interaction

Table 80 shows that only a third of the classified staff agree that sex equity programs will have little influence on the way boys and girls interact with each other, or that boys and girls do not treat each other as equals.

Equity Programs and Materials

Table 81 presents response summaries for the ten items pertaining to equity programs and materials. Most of the classified staff agree that the changing roles of men and women should be studied as part of the school curriculum; about half believe that existing programs and materials for achieving sex equity are inadequate. Most would like to attend a presentation to learn more about sex equity goals.

About half the classified staff feel that sex role stereotypes in their community are firmly entrenched, but the majority agree that sex equity has real support in the community. Most agree that people are not really aware of Title IX legislation and what it means, and half agree that people do not know what to do about cases of sex discrimination.

Less than a third of the classified staff feel that people will not change their behaviors and teaching techniques in order to achieve sex equity, or that too much time and effort are being spent on sex equity issues. About half believe that people are willing to change their behaviors to achieve sex equity, but they do not really knw how.

Electives

The majority of classified staff do not believe that girls or boys are reluctant to sign up for nontraditional classes, but they are more likely to say that boys are reluctant to sign up for girls' classes than vice versa (see Table 82).

Summary

Classified staff responding to this questionnaire generally agree that boys and girls should have equal opportunites in the areas of athletics, careers and employment. However, a large proportion feel that employment opportunities are not equal for boys and girls, and that students are not fully informed about the range of career choices available. Classified staff do not feel there are sex differences in recognition received, student-staff interaction or peer interaction. Classified staff express greater interest than other groups do in attending a presentation to learn about sex equity goals, and feel more strongly that people are not aware of Title IX legislation and what it means. This suggests a need for more information for the noninstructional staff and the community.

Table 76

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Classified Staff

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
3. Boys and girls should have different P.E. classes.	17	21	25	38
4. The same amount of money and attention should be given to boys' sports and to girls' sports.	0	17	17	67
27* The whole idea of equality in athletics is not a popular one in this community.	67			33
36* Girls have not been encouraged to have an interest in athletics as boys have.	62			38
33* There is a stigma attached to participating in certain extracurricular activities for boy students.	92			8

(continued)

Table 76 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
32* There is a stigma attached to participating in certain extracurricular activities for girl students.	92			8

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Table 77

CAREERS AND EMPLOYMENT
Classified Staff

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
10. The distribution of men and women in the various jobs at LCSD is not equitable.	13	25	46	13
28* Employment practices in LCSD are a poor example of sex equity in action.	79			21
30* Employment opportunities are not equal for high school girls and boys.	58			42
14. Boys and girls should be given the same information and choices for careers.	0	0	8	92
29* Boys and girls are not fully informed about the range of career choices that are available to them.	50			50
15. It is important for boys to consider marriage and family responsibilities when choosing a career.	13	4	25	58

(continued)

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Table 77 (continued)

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
16. It is important for girls to consider marriage and family responsibilities when choosing a career.	13	4	29	54
13. It is more important for a boy to find a high-paying job than it is for a girl.	54	29	13	4
7. Bus drivers should be men.	79	17	4	0
8. Men are better at janitorial work than are women.	54	38	4	4
9. Women make better school cooks than men do.	67	13	4	17
11. The school nurse should be a woman.	29	42	12	17

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Table 78

RECOGNITION
Classified Staff

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
34* There are achievement differences between boys and girls.	83			17
5. Boys and girls should receive about the same number of academic awards.	8	8	8	75
35* Boys tend to receive more extracurricular awards for achievements than girls do.	54			46

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Table 79

STUDENT-STAFF INTERACTION
Classified Staff

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
2. Boys and girls should be treated the same as far as discipline at school is concerned.	0	0	12	88
26* Boys and girls receive differential treatment from school staff.	54			46
31* Girls and boys do not receive equal treatment in disciplinary actions.	79			21

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Table 80

PEER INTERACTION
Classified Staff

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
6. Sex equity programs will have little influence on the way boys and girls interact with each other.	29	33	17	17
37* Boys and girls do not treat each other as equals.	67			33

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Table 81

EQUITY PROGRAMS AND MATERIALS
Classified Staff

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
1. The changing roles of men and women should be studied as part of the school curriculum.	8	0	63	29
18* Existing programs and materials for achieving sex equity are inadequate.	54			46
12. I would like to attend a presentation to learn more about sex equity goals.	13	0	29	38
17* Sex role stereotypes in this community are firmly entrenched.	54			46
19* Sex equity (Title IX) does not have real support in this community.	62			38
21* People are not really aware of Title IX legislation and what it means.	8			92
22* People don't know what to do about cases of sex discrimination.	50			50
38* Too much time and effort are being spent on sex equity issues.	71			29

(continued)

Table 81 (continued)

Item	Percent Responding Strongly Disagree	 Disagree Somewhat	 Agree Somewhat	 Strongly Agree
20* People won't change their behaviors and teaching techniques in order to achieve sex equity.	71			29
25* People are willing to change their behaviors to achieve sex equity, but they don't really know how.	50			50

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Table 82

ELECTIVES
Classified Staff

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
23* Girls are reluctant to sign up for traditionally "boys' classes."	75			25
24* Boys are reluctant to sign up for traditionally "girls' classes."	67			33

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 24

Community Views on Sex Equity

Three types of questionnaires were administered to members of the Lincoln County community. First, a seven-item questionnaire was printed in the local newspaper. Due to the small number of respondents (5 men and 13 women), results are not discussed here but are shown in Appendix D. Second, 16 men and 16 women were randomly selected from the telephone directory and asked nine questions by telephone. Results are shown in Appendix E. Finally, 17 members of a community service club were asked to respond to a 53-item questionnaire, similar to the questionnaire responded to by school board members. Results are discussed below.

Physical and Extracurricular Activities

As shown in Table 83, about 65 percent of the community members responding to the questionnaire feel that boys and girls should have different physical education classes, and the majority feel they should not play on the same athletic teams. However, nearly all agree that the same amount of money and attention should be given to boys' and girls' sports, but do not agree that there is currently equal emphasis. The group is split evenly on the question of whether or not equality in athletics is popular in the community. The majority feel that girls have not been encouraged to have an interest in athletics as boys have, but do not agree there is any stigma attached to participating in certain extracurricular activities for either boy or girl students.

Careers and Employment

Table 84 indicates that community members agree with other school groups in their feeling that the distribution of men and women in the various jobs at LCSD is not equitable. Unlike the other groups, however, the majority feel that employment practices in LCSD are a poor example of sex equity in action. All community members agree that employment opportunities should be equal for boys and girls, but over half believe they are not.

All community members believe that boys and girls should be given the same information and choices for careers, but half also believe that students are not fully informed about the range of available career choices. The majority feel that both boys and girls should consider marriage and family responsibilities when choosing a career, but they are more likely to agree that it is important for boys. Over three-fourths of the community members do not agree that it is more important for a boy to find a high-paying job than for a girl.

Recognition

As shown in Table 85, the majority of community members believe there are achievement differences between boys and girls, and that boys tend to receive more awards than girls do. However, most believe that boys and girls should receive about the same number of academic awards.

Student-Staff Interaction

The community is unanimous in its belief that boys and girls should be treated the same as far as discipline at school, but over half feel that boys and girls receive differential treatment from school staff. Forty-one percent think they do not receive equal treatment in disciplinary actions (see Table 86).

Peer Interaction

Table 87 shows that nearly half the community respondents think that sex equity programs would have little influence on the way boys and girls interact with each other, while more than half agree that boys and girls do not treat each other as equals.

Equity Programs and Materials

As Table 88 indicates, nearly all of the community respondents feel that the changing roles of men and women should be studied as part of the school curriculum, but nearly two-thirds also agree that existing programs and materials for achieving sex equity are inadequate. Like the classified staff, most community respondents say they would like to attend a presentation to learn more about sex equity goals. Over half believe that sex role stereotypes in the community are firmly entrenched and that sex equity does not have real support in the community. However, they also feel that people are not really aware of Title IX legislation and what it means, and that people do not know what to do about cases of sex discrimination. The majority of respondent do not agree that people will not change their behaviors in order to achieve equity, or that too much time and effort are being spent on sex equity issues. Instead, community members are more inclined to agree that people are willing to change their behaviors to achieve sex equity, but they do not really know how.

Electives

Community respondents report that journalism, advanced math, chemistry and power mechanics are more likely to have a predominantly male enrollment, while home economics, office occupations and art are more likely to have more females enrolled (see Table 89).

Ideally, respondents would like to see more of a 50/50 mix of students in all classes than they see now (see Table 90). However, the majority agree that both boys and girls are reluctant to sign up for nontraditional classes (see Table 91).

Summary

It is difficult to draw any conclusions based on such a small community sample, but responses of this group are not much different from responses of the classified staff members. Community respondents agree that there should be equality in athletics and employment, but they do not think that is presently true. Again, they believe that students need more career informtion. Community respondents see differences in the amount of recognition that boys and girls receive, in the way they are treated by staff, and in the way students treat each other. Community respondents are supportive of sex equity programs but feel that current programs are inadequate. They indicate a strong interest in learning more about sex equity goals and Title IX legislation.

Table 83

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Community

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
11. Boys and girls should have different P.E. classes.	18	12	41	24
2. Boys and girls should not play on the same athletic teams.	18	6	35	24
6. The same amount of money and attention should be given to boys' sports and to girls' sports.	0	12	12	76
12. There is equal emphasis on boys' and girls' sports at our schools.	29	41	6	0
26* The whole idea of equality in athletics is not a popular one in this community.	47			47
35* Girls have not been encouraged to have an interest in athletics as boys have.	35			65

(continued)

Table 83 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
32* There is a stigma attached to participating in certain extracurricular activities for boy students.	77			23
31* There is a stigma attached to participating in certain extracurricular activities for girl students.	82			12

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 84

CAREERS AND EMPLOYMENT
Community

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
4. The distribution of men and women in the various jobs at LCSD is not equitable.	6	6	47	18
27* Employment practices in LCSD are a poor example sex equity in action.	41			53
1. Boys and girls should have the same opportunities for jobs outside of school.	0	0	6	94
29* Employment opportunities are not equal for high school girls and boys.	35			59
9. Boys and girls should be given the same information and choices for careers.	0	0	6	94
28* Boys and girls are not fully informed about the range of career choices that are available to them.	41			53

(continued)

Table 84 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
10. It is important for boys to consider marriage and family responsibilities when choosing a career.	6	0	24	59
5. It is important for girls to consider marriage and family responsibilities when choosing a career.	12	6	29	47
14 It is more important for a boy to find a high-paying job than it is for a girl.	71	6	12	47

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 85

RECOGNITION
Community

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
33* There are achievement differences between boys and girls.	41			59
13. Boys and girls should receive about the same number of academic awards.	0	6	24	59
34* Boys tend to receive more extracurricular awards for achievements than girls do.	41			59

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 86

STUDENT-STAFF INTERACTION
Community

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
3. Boys and girls should be treated the same as far as discipline at school is concerned.	0	0	18	82
25* Boys and girls receive differential treatment from school staff.	29			65
30* Girls and boys do not receive equal treatment in disciplinary actions.	53			41

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 87

PEER INTERACTION
Community

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
8. Sex equity programs will have little influence on the way boys and girls interact with each other.	29	12	29	18
36* Boys and girls do not treat each other as equals.	41			59

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 88

EQUITY PROGRAMS AND MATERIALS
Community

	Percent Responding			
Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
7. The changing roles of men and women should be studied as part of the school curriculum.	6	0	6	88
17* Existing programs and materials for achieving sex equity are inadequate.	29			65
15. I would like to attend a presentation to learn more about sex equity goals.	6	6	24	47
16* Sex role stereotypes in this community are firmly entrenched.	24			71
18* Sex equity (Title IX) does not have real support in this community.	41			53
20* People are not really aware of Title IX legislation and what it means.	18			77
21* People don't know what to do about cases of sex discrimination.	18			77

(continued)

Table 88 (continued)

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
19* People won't change their behaviors and teaching techniques in order to achieve sex equity.	59			35
37* Too much time and effort are being spent on sex equity issues.	77			23
24* People are willing to change their behaviors to achieve sex equity, but they don't really know how.	29			65

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 89

ELECTIVES
CURRENT ENROLLMENT
Community

Question: What do you think is the mix of students currently taking these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
46. Journalism	0	29	12	18	0
47. Advanced Math	18	18	18	0	0
48. Home Economics	0	0	0	24	35
49. Office Occupations	0	0	0	18	41
50. Music	0	0	47	12	0
51. Chemistry	6	47	6	0	0
52. Art	0	0	35	24	0
53. Power Mechanics	47	12	0	0	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 90

ELECTIVES
IDEAL ENROLLMENT
Community

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
38. Journalism	0	0	82	0	0
39. Advanced Math	0	18	65	0	0
40. Home Economics	0	0	47	29	0
41. Office Occupations	6	0	65	12	0
42. Music	0	0	82	0	0
43. Chemistry	0	6	77	0	0
44. Art	0	0	82	0	0
45. Power Mechanics	6	18	53	6	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Table 91

ELECTIVES
Community

	Percent Responding			
Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
22* Girls are reluctant to sign up for traditionally "boys' classes."	29			65
23* Boys are reluctant to sign up for traditionally "girls' classes."	24			71

*Percentage indicates percent who checked "Which of the following statements are true in LCSD?

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 17

Recent Graduate Views on Sex Equity

Questionnaires were returned by mail from 18 out of approximately 150 recent graduates of the Lincoln County school system. Recent graduates responded to a total of 40 questions, many of which were similar to those asked of currently enrolled students.

Physical and Extracurricular Activities

In the area of physical and extracurricular activities, Table 92 shows that the majority of recent graduates responding agree that there should be more school athletic activities for girls. They do not agree that girls are less interested in athletics than boys are. The majority say the athletic program in the district has been interesting to them.

Careers and Employment

According to Table 93, most recent graduates feel that boys and girls should have the same career opportunities. The majority do not agree that boys should consider marriage and family responsibilities when choosing a career. About half think students would give a girl a hard time if she chose to become a construction worker.

Recognition

Recent graduates tend to agree that teachers should try to help boys do as well as girls in reading, but disagree that boys are naturally better than girls in math (see Table 94).

Student-Staff Interaction

Over half the recent graduates agree that LCSD treats boys and girls differently, but they also agree that teachers treat girls and

and boys the same way, and do not spend more time talking to boys than to girls. Recent graduates tend to agree that boys got into trouble more often than girls. The majority agree that students talk back to women teachers, but do not give men teachers a hard time (see Table 95).

Peer Interaction

Less than a third of the recent graduates agree that boys and girls do not treat each other as equals. The majority do not agree that boys are better leaders than girls or that they would rather have a girl in charge of a project than a boy (see Table 96).

Equity Programs and Materials

As shown in Table 97, most recent graduates feel that the changing roles of men and women should be studied. About half say they would like to learn how changes in women's roles are affecting men and learn more about the contributions of women to society. Most say they are glad the school district is trying to increase equity, but only a third are interested in learning more about the "women's movement." Most recent graduates do not agree that it is harder for men to get along in today's society than for women. Respondents are evenly split on the question of whether or not the community believes that women have certain roles and men have certain other roles. The majority do not agree that students are unaware of laws related to sex equity, but they also do not agree that students know what to do if they are treated unfairly because of their sex. It seems from item 31 that they believe something can be done about unfair treatment, but perhaps they do not know what steps to take. Finally, about half the recent graduates feel that too much time and effort are being spent on sex equity.

Electives

Like the other groups responding to the "ideal enrollment" question, most graduates think there should be an equal split of boys and girls in most elective classes, although some think there should be more girls in office occupations and more boys in chemistry, power mechanics, fisheries and construction cluster (see Table 98). However, the majority of graduates disagree that boys should take more math and science classes than girls take. The majority think girls are reluctant to sign up for "boys' classes" (see Table 99).

Summary

Again, it is difficult to draw any conclusions from the results of the recent graduate questionnaires since only a small group returned the questionnaires and they may not be representative. Graduates generally agree that male and female students should be treated equally in the areas of athletics, careers, employment, recognition and student-staff interactions. Recent graduates themselves did not treat male and female teachers the same or treat each other as equals. Although half the recent graduates feel that too much time and effort are spent on sex equity, many feel that students do not know what to do if they are treated unfairly because of their sex. Like the other groups, recent graduates would like to see a more equal mix of boys and girls in elective classes.

Table 92

PHYSICAL AND EXTRACURRICULAR ACTIVITIES
Recent Graduate

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
29. There should be more school athletic activities for girls.	28	11	39	22
13. Girls were less interested in athletics than boys were.	72	17	6	6
22. The athletic program at this district interested me.	22	6	39	33

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 93

CAREERS AND EMPLOYMENT
Recent Graduate

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
19. Boys and girls should have the same career opportunities.	6	11	6	78
8. Boys should consider marriage and family responsibilities when choosing a career.	33	22	22	17
11. If a girl wanted to become a construction worker, other students would have given her a hard time.	17	33	28	17

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 94

RECOGNITION
Recent Graduate

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
30. Teachers should try to help boys do as well as girls in reading.	6	0	33	50
6. Boys are naturally better than girls in math.	72	22	6	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 95

STUDENT-STAFF INTERACTION
Recent Graduates

Item	Percent Responding			
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
28. This school district treated boys and girls differently.	33	6	44	17
14. Teachers treated girls and boys the same way.	11	22	33	33
7. Teachers spent more time talking to boys than girls.	61	33	6	0
9. Boys got into trouble at school more often than girls did.	17	17	39	22
25. Girls were more often discipline problems at school than were boys.	39	44	11	6
15. Students gave men teachers a hard time.	50	33	11	6
24. Students talked back to women teachers.	17	11	50	17

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 96

PEER INTERACTION
Recent Graduates

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
17. Boys and girls did not treat each other as equals.	44	28	22	6
10. Boys were better leaders than girls.	22	39	39	0
20. I would rather have a girl in charge of a project I am working on than a boy.	22	39	17	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 97

EQUITY PROGRAMS AND MATERIALS
Recent Graduates

	Percent Responding			
Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
2. We should study the changing roles of men and women.	6	11	50	33
23. I would like to learn how changes in women's roles are affecting men.	11	39	33	17
27. I would like to have learned more about the contributions of women to our society.	17	33	33	17
1. I am glad the school district is trying to increase equity for boys and girls.	0	11	28	61
3. I would like to learn more about the "women's movement."	11	56	33	0
21. It is harder for men to get along in today's society than women.	44	44	6	6
16. This community strongly believe that men have certain roles and women have other roles.	11	39	39	11

(continued)

Table 97 (continued)

Item	Percent Responding Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
5. Students are unaware of laws related to sex equity.	6	50	39	6
26. Students knew what to do if they were treated unfairly because of their sex.	17	50	17	11
31. If I am treated unfairly because of my sex, there is nothing I can do about it.	61	22	17	0
18. Too much time and effort are being spent on sex equity.	11	39	17	33

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 98

ELECTIVES
IDEAL ENROLLMENT
Recent Graduates

Question: What do you think is the ideal mix of students in these classes?

Item	Percent Responding				
	All Boys	More Boys	Half & Half	More Girls	All Girls
32. Office occupations	0	11	50	18	0
33. Music	0	0	94	0	0
34. Chemistry	0	22	72	0	0
35. Power mechanics	33	28	28	0	0
36. Speech	0	0	89	6	0
37. Modern problems	0	0	94	0	0
38. Health occupations	0	0	78	11	6
39. Fisheries	6	33	56	0	0
40. Construction cluster	11	33	39	6	0

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Table 99

ELECTIVES
Recent Graduates

Item	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	Percent Responding			
4. In high school, boys should take more math and science classes than girls take.	67	11	6	11
12. Girls were reluctant to sign up for "boys" classes.	11	28	44	11

Note: Percentages may not total 100 percent due to blanks and multiple responses.

Respondents: n = 18

Discussion and Conclusions

Although there are some differences among the eleven audiences who responded to the questionnaires, certain areas of agreement within each role group were evident as follows.

Students (Grades 3, 6, 8, 10, 12)

1. Male and female students perceive some areas differently. The question arises as to whether or not we should expect male students and female students to view the world in the same way.
2. Most students agree with the principles of sex equity.
3. Male students are more likely to adhere to sex role stereotypes than are female students.
4. Students see certain school activities and electives as primarily male-oriented or female-oriented.
5. Students would like to see a more equal distribution of females and males in elective classes.
6. Students feel there should be more athletic activities for females and males.
7. Students perceive that male students get into trouble more often than female students; it is usually agreed that they do not obey the rules as well as female students.
8. Students do not believe they treat each others as equals.
9. More students feel that males rather than females should consider marriage and family responsibilities when choosing a career.

Teachers and Administrators

1. Teachers and administrators are supportive of equity in school activities and careers.
2. Teachers and administrators feel that students are not given enough career information.

3. Teachers and administrators would like to learn more specific non-sexist teaching strategies and have more sex equity curriculum materials, but they do not feel they need more inservice at the awareness level.

4. Teachers and administrators would like to see a more equal distribution of male and female students in elective classes.

5. Teachers generally believe that male and female students are equal in the amount of recognition they receive at school, in the way they are treated by staff, in the way they treat each other, and in athletics and extracurricular activities. Administrators see some differences in student-staff interactions and recognition received by male and female students.

6. Teachers and administrators feel the community is not well-informed about sex equity issues.

School Board, Classified Staff, Community, and Recent Graduates

1. Sports activities for male and female students should receive equal emphasis but they should not be coeducational.

2. Students need more information about careers.

3. The community supports sex equity but needs more information about Title IX goals and provisions.

4. A large proportion of respondents feel that too much time and effort are spent on sex equity issues.

5. There should be a more equal distribution of boys and girls in elective classes.

6. There may be sex differences in recognition received, student-staff interactions, or peer interactions.

7. Female and male students should have equal opportunities in careers and employment.

Conclusions

Overall, the needs which emerge across all audiences are:

1. More information about sex equity laws and issues at an awareness level for community and noninstructional staff.

2. More specific information about non-sexist teaching strategies and materials for teachers and administrators.

3. More career information for students.

4. More encouragement for students to take nontraditional elective courses. It should be noted here, however, that several respondents commented on the questionnaires that they are opposed to any kind of mandatory quota system. Instead, they feel that students should take the electives which interest them. According to student questionnaires, the most frequent reason for not taking a particular elective is lack of interest.

In separate reports entitled, "Lincoln County Site Profiles," and "Implementation Plans for Lincoln County Site Schools," the needs of four selected demonstration site schools are discussed in detail. As mentioned in the introduction, the purposes of this report are primarily to identify districtwide patterns of attitudes toward and experiences in the area of sex equity, and to provide a general context for identifying strategies and selecting materials for use during the implementation phase of the project. The reader is referred to the reports mentioned above for more detailed information.

Appendixes

A. Questions by Topic and Audience

B. Directions for Administering Questionnaires

C. Questionnaires

D. Lincoln County Newspaper Questionnaire Results

E. Community/Business Telephone Interview Results

Appendix A

Questions by Topic and Audience

QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
	3	6	8	10	12	T	A	B	N	C	G
1. PHYSICAL AND EXTRACURRICULAR ACTIVITIES											
Boys and girls should have different physical education classes.			x	x	x	x	x	x	x	x	
Co-ed physical education classes usually work out O.K.			x	x	x						
I am self-conscious in coed physical education classes.			x	x	x						
Boys and girls do the same things in gym.		x									
Boys and girls should have separate gym classes.		x									
There is a stigma attached to participating in certain extra-curricular activities for girl students.						x	x	x	x	x	
There is a stigma attached to participating in certain extra-curricular activities for boy students.						x	x	x	x	x	
There are some school clubs that only boys or only girls should belong to.			x	x	x						
School sponsored activities should be open to both boys and girls.			x	x	x						
I would like to be a cheerleader.			x	x	x						
Cheerleading should be open to girls only.			x	x	x						
Who plays on the swings during recess?	x										
Who plays jump rope during recess?	x										
Who plays kickball during recess?	x										
Certain school activities should only be for girls.		x									
Certain school activities should only be for boys.		x									
Only boys do some school activities.		x									
Only girls do certain school activities.		x									
Boys and girls play the same games during recess.		x									
Boys and girls should play the same games during recess.		x									
Intramural sports should be open to both boys and girls.			x	x	x	x	x	x			

*Key to Audiences

3 - 3rd Grade
6 - 6th Grade
8 - 8th Grade
10 - 10th Grade
12 - 12th Grade
T - Teachers/Teacher Aides
A - Administrators
B - School Board
N - Non-Instructional Staff
C - Community
G - Recent Graduates

QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
	3	6	8	10	12	T	A	B	N	C	G
1. PHYSICAL AND EXTRACURRICULAR ACTIVITIES CONTINUED											
Boys and girls should not play on the same athletic teams.						x	x	x		x	
There is equal emphasis on boys' and girls' sports at our school.						x	x	x		x	
Boys' and girls' sports get the same amount of attention at our school.			x	x	x						
An aspect of Title IX that has received considerable attention is the area of athletics. Do you feel that more money and attention should be given to boys' sports? Why?										x	
The same amount of money and attention should be given to boys' sports and to girls' sports.						x	x	x	x	x	
The whole idea of equality in athletics is not a popular one in this community.						x	x	x	x	x	
Girls have not been encouraged to have an interest in athletics as boys have.						x	x	x	x	x	
I get to participate in the sports that I want to.			x	x	x						
Girls were less interested in athletics than boys were.											x
Girls are less interested in sports than boys are.			x	x	x						
Boys need more athletic equipment than girls do.			x	x	x						
There should be more school athletic activities for girls than there are now.			x	x	x						
There should be more school athletic activities for boys than there are now.			x	x	x						
I like to watch the girls' sports teams.			x	x	x						
I like to watch the boys' sports teams.			x	x	x						
I would like to play on a team with both boys and girls.			x	x	x						
Who is good at sports?	x										
Girls are better at sports than boys are.		x									
Boys are better at sports than girls are.		x									
The athletic program at this district interested me.											x

*Key to Audiences

3 - 3rd Grade
6 - 6th Grade
8 - 8th Grade
10 - 10th Grade
12 - 12th Grade
T - Teachers/Teacher Aides
A - Administrators
B - School Board
N - Non-Instructional Staff
C - Community
G - Recent Graduates

QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
	3	6	8	10	12	T	A	B	N	C	G
2. CAREER AND EMPLOYMENT											
It is more important for a boy to find a high-paying job than it is for a girl.			x	x	x	x	x	x	x	x	
Do you think it is important for girls to consider marriage and family responsibilities when choosing a career? For boys?										x	
It is important for girls to consider marriage and family responsibilities when choosing a career.			x	x	x	x	x	x	x	x	
It is important for boys to consider marriage and family responsibilities when choosing a career.			x	x	x	x	x	x	x	x	x
Who might be a nurse?	x										
Boys and girls should be given the same information and choices for careers.			x	x	x	x	x	x	x	x	
Do you think that girls and boys should be given the same information and choices for careers? Why?										x	
Boys and girls are not fully informed about the range of career choices that are available to them.						x	x	x	x	x	
My counselor helps me sort out personal problems.			x	x	x						
It is silly for girls to learn about careers usually followed by men.			x	x	x						
It is silly for boys to learn about careers usually followed by women.			x	x	x						
It is more important for boys to get good grades than for girls.			x	x	x						
If a girl said she wanted to become a construction worker, other students would give her a hard time.			x	x	x						
It is more important for boys to go to college than girls.			x	x	x						
Who might work for the fire department?	x										
It is okay if a boy wants to be a nurse.		x									
If a boy said he wanted to become a nurse, other students would give him a hard time.			x	x	x						
In school, we have talked about women in careers typically held by men.			x	x	x						
Who might be a teacher?	x										

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
	3	6	8	10	12	T	A	B	N	C	G
2. CAREER AND EMPLOYMENT CONTINUED.											
It is okay if a girl wants to build a birdhouse.		x									
It is okay if a girl wants to be a firefighter.		x									
It is okay if a boy wants to bake cookies.		x									
Boys and girls should have the same career opportunities.											x
Employment opportunities are not equal for high school girls and boys.							x	x	x	x	
Boys and girls should have the same opportunities for jobs outside of school.			x	x	x					x	
If you were going to hire a student to work in your business, would you prefer to hire a girl or a boy? Why?										x	
Girls and boys perform equally well at most jobs.			x	x	x						
Who should help the teachers erase blackboards?	x										
Who should help the teacher collect books?	x										
The distribution of men and women in the various jobs at LCSD is not equitable.						x	x	x	x	x	
Employment practices in LCSD are a poor example of sex equity in action.						x	x	x	x	x	
Bus drivers should be men.			x	x	x				x		
Women make better school cooks than men do.									x		
The school nurse should be a woman.									x		
Men are better at janitorial work than are women.									x		
Librarians should be women.			x	x	x						
* * *											
3. RECOGNITION											
Boys and girls should receive about the same number of academic awards.						x	x	x	x	x	
Boys tend to receive more extra-curricular awards for achievements than girls do.						x	x	x	x	x	
Boys receive more awards at school than girls do.			x	x	x						

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
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3. RECOGNITION CONTINUED.											
Teachers expect more academic achievement from girls than from boys.						x	x	x			
There are achievement differences between boys and girls.						x	x	x	x	x	
On standardized achievement tests, girls usually perform better on the reading and English sections while boys perform better on math sections. Do you think teachers should make an effort to equalize these achievement differences? Why?										x	
Teachers try to help girls do as well as boys in math.			x	x	x						
Girls are smarter than boys.		x	x	x	x						
Boys are smarter than girls.		x	x	x	x						
Who is good at arithmetic?	x										
Boys in my class are usually good at arithmetic.		x									
Girls in my class are usually good at arithmetic.		x									
Who is good at reading?	x										
Girls in my class are usually good at reading.		x									
Boys in my class are usually good at reading.		x									
Who is good at art?	x										
Boys like to study science more than girls do.		x									
Boys are naturally better than girls at math.											x
Teachers try to help boys do as well as girls in. reading.			x	x	x						
Teachers should try to help boys do as well as girls in reading.											x
Who is good at science?	x										

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
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4. STUDENT-STAFF INTERACTION											
Boys and girls should be treated the same as far discipline is concerned.			x	x	x	x	x	x	x	x	
Girls and boys do not receive equal treatment in disciplinary actions.						x	x	x	x	x	
Dress codes are the same for boys and girls.			x	x	x						
Boys get into trouble at school more often than girls do.			x	x	x						x
Boys get into trouble at school more often than girls.		x									
Girls get into trouble at school more often than boys do.			x	x	x						
Girls get into trouble at school more often than boys.		x									
Girls were more often discipline problems at school than were boys.											x
Girls obey the rules better than boys do.			x	x	x						
Who gets into trouble the most?	x										
Boys and girls should have to follow the same rules in school.		x									
Boys and girls receive differential treatment from school staff.						x	x	x	x	x	
The staff at this school treat boys and girls differently.			x	x	x						
This school district treated boys and girls differently.											x
Teachers treated girls and boys the same way.											x
I think most teachers prefer to teach girls.			x	x	x						
Teachers expect girls to do better in school than boys.			x	x	x						
Teachers grade boys more strictly than they grade girls.			x	x	x						
Teachers spend more time talking to boys than girls.			x	x	x						
Who do teachers like to teach?	x										

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
	3	6	8	10	12	T	A	B	N	C	G
4. STUDENT-STAFF INTERACTION CONTINUED.											
Teachers like girls better than boys.		x									
Teachers like boys better than girls.		x									
Students gave men teachers a hard time.											x
Students talked back to women teachers.											x
* * *											
5. PEER INTERACTION											
Girls are usually the leaders in student groups.						x	x	x			
Boys are more often encouraged to be leaders than are girls.						x	x	x			
Sex equity programs will have little influence on the way boys and girls interact with each other.						x	x	x	x	x	
Boys and girls do not treat each other as equals.			x	x	x	x	x	x	x	x	x
I would like to be class president.			x	x	x						
I would like to be a secretary or treasurer for my class.			x	x	x						
Who is a good leader?	x										
Girls are better leaders than boys.		x									
Boys were better leaders than girls.											x
I like to have both girls and boys as friends.			x	x	x						
I would rather have a boy in charge of a project I am working on than a girl.			x	x	x						
I would rather have a boy in charge of a project than a girl.		x									
I would rather have a girl in charge of a project I am working on than a boy.			x	x	x						x

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
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6. EQUITY PROGRAMS AND MATERIALS											
I am using special materials in my building department to promote sex equity.							x				
I am using special materials in my classroom to promote sex equity.						x					
I am using special methods in my interactions with students to promote sex equity.						x	x				
School materials are reviewed for sex bias before they are ordered.						x	x				
Sex-role stereotypes in this community are firmly entrenched.						x	x	x	x	x	
Existing programs and materials for achieving sex equity are inadequate.						x	x	x	x	x	
We have learned about famous men in school.		x									
Teachers include class projects on famous men.			x	x	x						
We have learned about famous women in school.		x									
Teachers include class projects on famous women.			x	x	x						
Teachers have discussed how changes in society affect opportunities for men and women.			x	x	x						
The school library has a special place with books for girls.		x									
Certain sections of the library contain books mostly for girls.			x	x	x						
The school library has a special place with books for boys.		x									
Certain sections of the library contain books mostly for boys.			x	x	x						
Who was important in American history?	x										
Who might build a birdhouse in a story?	x										
Who might bake cookies in a story?	x										
Who might mow the lawn in a story?	x										
In the stories we read, only girls cook.		x									
In the stories we read, only boys build things.		x									

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
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6. EQUITY PROGRAMS AND MATERIALS CONTINUED											
I am glad the school district is trying to give boys and girls the same opportunities.		x									
In the stories we read, girls are scientists.		x									
It is harder for men to get along in today's society than women.											x
Do you think that the changing roles of men and women should be studied as part of the school curriculum? Why?										x	
We should study the changing roles of men and women.			x	x	x						x
The changing roles of men and women should be studied as part of the school curriculum.						x	x	x	x	x	
I would like to use special curriculum materials that are designed to help achieve sex equity.						x					
I would encourage the use of special curriculum materials that are designed to help achieve sex equity.							x				
I would like to learn some specific non-sexist teaching behaviors and strategies to use in interacting with students.						x	x				
I would like to attend in-service training to learn more about sex equity goals.						x	x				
I would like to attend a presentation to learn more about sex equity goals.								x	x	x	
Sex equity (Title IX) does not have real support in this community.						x	x	x	x	x	
Do you think that people in this community are in favor of sex equity legislation? Why?										x	
People won't change their behaviors and teaching techniques in order to achieve sex equity.						x	x	x	x	x	
People are willing to change their behaviors to achieve sex equity, but they don't really know how.						x	x	x	x	x	
Too much time and effort are being spent on sex equity issues.			x	x	x	x	x	x	x	x	x
I am glad the school district is trying to increase equity for boys and girls.			x	x	x						x

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC STATEMENTS	AUDIENCE*										
	3	6	8	10	12	T	A	B	N	C	G
6. EQUITY PROGRAMS AND MATERIALS CONTINUED.											
I would like to learn how changes in women's roles are affecting men.			x	x	x						x
I would like to learn how changes in men's roles are affecting women.			x	x	x						
I think the school district should give boys and girls the same opportunities.		x									
I would like to learn more about the "women's movement".											x
This community strongly believes that men have certain roles and women have other roles.											x
I need to know how to recognize biased instructional materials.						x	x				
I need resource materials to promote sex equity.						x					
I would like to know how to supplement or revise materials if they are biased.						x					
I would like to have learned more about the contributions of women to our society.			x	x	x						x
I would like to learn more about the contributions of men to our society.			x	x	x						
I would like to learn more about famous women.		x									
I would like to learn more about famous men.		x									
Are you familiar with sex equity (Title IX) legislation? If no, explain: Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex against students and any employee of a school receiving federal financial assistance.										x	
People are not really aware of Title IX legislation and what it means.						x	x	x	x	x	
People don't know what to do about cases of sex discrimination.						x	x	x	x	x	
If I am treated unfairly in school because of my sex, there is nothing I can do about it.			x	x	x						x

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TOPIC STATEMENTS	AUDIENCE*										
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6. EQUITY PROGRAMS AND MATERIALS CONTINUED.											
Students are unaware of laws related to sex equity.			x								x
Students knew what to do if they were treated unfairly because of their sex.											x
* * *											
7. ELECTIVES											
Girls are reluctant to sign up for traditionally "boys' classes".			x	x	x	x	x	x	x	x	x
Boys are reluctant to sign up for traditionally "girls' classes".			x	x	x	x	x	x	x	x	
Do you think girls should be allowed to sign up for classes that are traditionally "boys' classes" (such as auto mechanics)? Why?										x	
Journalism			x	x	x	x	x	x		x	
Advanced Math						x	x	x		x	
Home Economics						x	x	x		x	
Office Occupations			x	x	x	x	x	x		x	x
Music			x	x	x	x	x	x		x	x
Chemistry			x	x	x	x	x	x		x	x
Art						x	x	x		x	
Power Mechanics			x	x	x	x	x	x		x	x
Journalism			x	x	x	x	x	x		x	
Advanced Math						x	x	x		x	
Home Economics						x	x	x		x	
Office Occupations			x	x	x	x	x	x		x	
Music			x	x	x	x	x	x		x	
Chemistry			x	x	x	x	x	x		x	
Art						x	x	x		x	
Power Mechanics			x	x	x	x	x	x		x	
Health Occupations			x	x	x						x

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QUESTIONS BY TOPIC AND AUDIENCE

TOPIC	STATEMENTS	AUDIENCE*										
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7. ELECTIVES												
	Fisheries			x	x	x						x
	Construction cluster			x	x	x						x
	Health Occupations			x	x	x						
	Fisheries			x	x	x						
	Construction cluster			x	x	x						
	Office Occupations			x	x	x						
	Music			x	x	x						
	Chemistry			x	x	x						
	Power Mechanics			x	x	x						
	Journalism			x	x	x						
	Health Occupations			x	x	x						
	Fisheries			x	x	x						
	Construction cluster			x	x	x						
	Speech											x
	Modern Problems											x
	In high schools, boys should take more math and science classes than girls take.											x

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Appendix B

Directions for Administering Questionnaires

DIRECTIONS FOR THE STAFF TASK FORCE FOR ADMINISTERING STUDENT QUESTIONNAIRES

Questionnaires for students will be given to all third, sixth, eighth, tenth and twelfth graders. The Staff Task Force will be responsible for having the appropriate students answer questionnaires and for returning all questionnaires to the Field Coordinator at Delake School. The Staff Task Force member need not actually give the questionnaire to the students, but should give directions to other teachers if necessary. Please follow these steps:

1. Secure the proper number of questionnaires necessary for your school.

2. Arrange with the appropriate teachers to have the questionnaires given out during class time. Questionnaires should take about 20 minutes of class time.

3. Make sure that the administering teacher is adequately informed about the questionnaires: purpose, time limit, how they will be used, etc.

4. Make sure that the questionnaires are introduced to students in a positive manner. Obviously, the results can be biased by the manner in which the topic of sex equity is approached. If you are concerned about how a teacher will deal with this, please arrange to give the questionnaires yourself.

5. Introduce questionnaires to students: "In order to help determine how Lincoln County students feel about sex equity, we are asking you to fill out this questionnaire. Your responses will be used in planning future classroom activities. There is a brief explanation about the Lincoln County Educational Equity Project at the top of the page. (Read aloud from questionnaire: 'Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities.') Please indicate what school you go to, and whether you are a male or female (girl or boy). (Explain code for giving answers.) You will have about 20 minutes to complete this questionnaire. Are there any questions?"

6. Collect questionnaires.

7. Return all questionnaires to the Field Coordinator, Delake School.

8. Designate what class or period questionnaires are to be given in eighth, tenth, and twelfth grades.

- -

DIRECTIONS FOR ADMINISTERING
THE THIRD GRADE QUESTIONNAIRE

Directions: (Teacher reads to students)

The purpose of this questionnaire is to find out what you think about different questions. There are no right or wrong answers; we are just interested in your opinion.

Please check what school you go to and whether you are a girl or a boy.

For each question, try to decide if you think it is something that only boys do, something that only girls do, or something that both boys and girls do. Circle the answer that says what you think.

Let's try an example. If I asked the question, "Who likes ice cream?", and you thought only boys liked ice cream, you would circle only boys. If you thought only girls liked ice cream, you would circle only girls. If you thought both boys and girls liked ice cream, you would circle boys and girls.

I will read each question and give you time to circle your answer before reading the next question.

Do you understand what you are supposed to do?

- -

DIRECTIONS FOR ADMINISTERING
THE SIXTH GRADE QUESTIONNAIRE

Directions: (Teacher reads to students)

The purpose of this questionnaire is to find out your opinions about different school activities. There are no right or wrong answers; we are just interested in your own opinion.

Please check what school you go to and whether you are a girl or a boy.

For each statement, try to decide if you think it is very true, partly true, partly false, or very false. Circle the answer that says what you think.

Let's try an example. If I made the statement, "Everyone likes ice cream," how would you answer? If you thought that was true for everyone, or very true, you would circle the TRUE in capital letters. If you thought it was only partly true that everyone likes ice cream (there may be a few people who don't), you would circle the true in small letters. If you thought it was partly false that everyone likes ice cream (there may be a lot of people who don't), you would circle the false in small letters. If you thought it was very false to say that everyone likes ice cream (maybe no one likes it), you would circle the FALSE in capital letters.

I will read each statement and give you time to circle your answer before reading the next statement.

Do you all understand what you are supposed to do?

- -

DIRECTIONS FOR ADMINISTERING
THE EIGHTH, TENTH, TWELFTH GRADE QUESTIONNAIRES

Directions: (Teacher reads to students)

In order to help determine how Lincoln County students feel about sex equity, we are asking you to fill out this questionnaire. Your responses will be used in planning future classroom activities. There is a brief explanation about the Lincoln County Educational Equity Project at the top of the page. "Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities."

Please indicate what school you go to, and whether you are a girl or a boy.

For each statement, try to decide if you strongly disagree, you somewhat disagree, you somewhat agree, or you strongly agree. There are no right or wrong answers; we are just interested in your opinion.

As an example, look at statement number 1, "Dress codes are the same for boys and girls." If you strongly disagree with the statement, that is, if you think dress codes are definitely not the same for boys and girls, put a "1" in the blank space. If you somewhat disagree, that is, if you think dress codes are probably not the same for boys and girls, put a "2" in the blank space. If you somewhat agree, that is, if you think dress codes codes are probably the same for boys and girls, put a "3" in the blank space. If you strongly agree, that is, if you think dress codes are definitely the same for boys and girls, put a "4" in the blank space.

Read all the directions carefully before you begin, and raise your hand if you have any questions.

- -

DIRECTIONS FOR THE STAFF TASK FORCE
FOR ADMINISTERING TEACHING STAFF QUESTIONNAIRES

Questionnaires for teaching staff will be given to all instructional staff during a staff meeting. The Staff Task Force member for each school will be responsible for getting this staff input. Please arrange to have at lease 20 minutes reserved at a staff meeting during the weeks of December 3-14 for this purpose.

Please follow these steps:

1. Secure the proper number of questionnaires necessary for all instructional staff at your school.

2. Arrange with your principal to reserve 20 minutes of a staff meeting for the purpose of giving out the questionnaires.

3. Make sure that you introduce the questionnaires in a positive manner. Your attitude will influence the acceptance by your peers of this task. Please insure a positive attitude.

4. Introduce the questionnaires to staff by saying: "In order to help determine how the LCSD instructional staff feels about and sees the issue of sex equity, we are asking you to fill out this questionnaire. There is a brief explanation about the Lincoln County Educational Equity Project at the top of the page. (Read aloud from questionnaire: 'Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities.') I will be happy to answer any questions about the Project in more detail later. Are there any specific questions about the questionnaires?"

5. Collect questionnaires after staff has completed them.

6. Return all questionnaires to the Field Coordinator, Delake School.

- -

NEEDS ASSESSMENT:

SCHOOL BOARD AND LOCAL SCHOOL COMMITTEE QUESTIONNAIRE

Questionnaires for School Board and Local School Committee members will be given to all committee members at a meeting. The Needs Assessment Task Force person who is assigned responsibility for each committee will follow these steps:

1. Arrange with the School Board or Local School Committee chairperson to schedule 20 minutes of time in order to have members complete questionnaires at the meetings during the first two weeks in December.
2. Secure the proper number of questionnaires for your committee.
3. Attend the meeting when questionnaires will be filled out.
4. Make sure that you introduce the questionnaire in a positive manner.
5. Introduce the questionnaires to the School Board or Local School Committee by saying: "My name is__________, and I represent the Community Advisory committee for the Educational Equity Project. In order to help determine how the Lincoln County School Board and Local School Committees feel about the issue of sex equity, we are asking you to fill out this questionnaire. There is a brief explanation about the Lincoln County Educational Equity Project at the top of the page. (Read aloud from questionnaire: 'Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities.') Are there any specific questions about the questionnaires?"
6. Collect questionnaires after members have completed them; put in manila envelopes.
7. Return all questionnaires to field coordinator, Delake School.

NEEDS ASSESSMENT: COMMUNITY QUESTIONNAIRE

Needs Assessment Task Force

Questionnaires for gathering community input will be given to various community service groups. The Needs Assessment Task Force members who have volunteered will be responsible for following these steps:

1. Call the appropriate service group and ask if the organization will help the Community Advisory Committee with our needs assessment.

2. Arrange to attend a meeting of the service organization in order to have members fill out questionnaires.

3. Introduce the questionnaires to the organization by saying: "My name is _______________, and I represent the Community Advisory Committee for the Educational Equity Project in Lincoln County. This project is presently attempting to determine people's opinions in Lincoln County concerning the issue of sex equity. We are grateful that this organization has offered to help us gather this information by giving us permission to give you this questionnaire.

   There is a brief explanation about the Lincoln County Educational Equity Project at the top of the page. (Read aloud from questionnaire: 'Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities.') If you want to know more about the project I will be happy to arrange for a speaker to come and share information about the project's goals and purpose. However, right now we need your help by filling out the questionnaire. Are there any questions about the directions on the questionnaire?"

4. Collect questionnaires after members have completed them.

5. Return all questionnaires to field coordinator, Delake School.

Instructions for Telephone Interview for Community and Business Sample:

"Hello, my name is _____________. I work at ________________ and am a member of a Community Advisory Committee for a special project happening in the Lincoln County School District. This special project concerns the issue of sex equity in education, which is the fair and equal treatment of both sexes in the educational system. Funds from the U.S. Office of Education will be used in developing the project. (Did you happen to see our newspaper questionnaire concerning this project?)

I would appreciate it if I could ask you a few questions about some of your opinions. We are trying to get a sense of how Lincoln County residents/businesses feel about the issue of sex equity and especially about sex equity in the schools. Would you mind helping us out? Thank you very much.

I will ask you ten questions and I want you to answer yes or no depending on your opinion of the situation. O.K., the first question is....

(If a person does not understand the question, please repeat the question but do not interpret what you think the question means. This can drastically affect the results of a questionnaire. Check off either yes or no depending on the given responses. If the person hangs up on you, make a note of that. Include any additional comments the person may make or ask to have included.)

Appendix C

Questionnaires

Form A

3RD GRADE QUESTIONNAIRE

What school do you go to: *(Check (✓) one)*

___ Arcadia
___ Delake
___ Eddyville
___ Mary Harrison
___ Oceanlake
___ Rose Lodge
___ Sam Case
___ Siletz
___ Taft
___ Waldport
___ Yachats
___ Yaquina View

Are you a boy or a girl? *(Circle the right word)* BOY GIRL

Circle the words that answer the question.

1.	Who should help the teachers erase blackboards?	Only Boys	Boys & Girls	Only Girls
2.	Who gets into trouble the most?	Only Boys	Boys & Girls	Only Girls
3.	Who might mow the lawn in a story?	Only Boys	Boys & Girls	Only Girls
4.	Who plays on the swings during recess?	Only Boys	Boys & Girls	Only Girls
5.	Who do teachers like to teach?	Only Boys	Boys & Girls	Only Girls
6.	Who might be a nurse?	Only Boys	Boys & Girls	Only Girls
7.	Who was important in American history?	Only Boys	Boys & Girls	Only Girls
8.	Who should help the teacher collect books?	Only Boys	Boys & Girls	Only Girls
9.	Who might build a birdhouse in a story?	Only Boys	Boys & Girls	Only Girls
10.	Who is good at arithmetic?	Only Boys	Boys & Girls	Only Girls
11.	Who plays jump rope during recess?	Only Boys	Boys & Girls	Only Girls
12.	Who plays kickball during recess?	Only Boys	Boys & Girls	Only Girls

Form A

Circle the words that answer the question.

13. Who is good at reading?	Only Boys	Boys & Girls	Only Girls
14. Who might work for the fire department?	Only Boys	Boys & Girls	Only Girls
15. Who might bake cookies in a story?	Only Boys	Boys & Girls	Only Girls
16. Who is a good leader?	Only Boys	Boys & Girls	Only Girls
17. Who is good at science?	Only Boys	Boys & Girls	Only Girls
18. Who is good at art?	Only Boys	Boys & Girls	Only Girls
19. Who might be a teacher?	Only Boys	Boys & Girls	Only Girls
20. Who is good at sports?	Only Boys	Boys & Girls	Only Girls

Form A

6TH GRADE QUESTIONNAIRE

What school do you attend? *(Check (✓) your response)*

___ Arcadia

___ Delake

___ Eddyville

___ Mary Harrison

___ Oceanlake

___ Rose Lodge

___ Sam Case

___ Siletz

___ Taft

___ Waldport

___ Yachats

___ Yaquina View

Are you a boy or a girl? *(Circle one)* BOY GIRL

Please read the following sentences.
If the sentence is very true, circle "TRUE".
If the sentence is partly true, circle "true".
If the sentence is partly false, circle "false".
If the sentence is very false, circle "FALSE".

1. Certain school activities should only be for girls. TRUE true false FALSE
2. Boys in my class are usually good at arithmetic. TRUE true false FALSE
3. I would like to learn more about famous women. TRUE true false FALSE
4. The school library has a special place with books for boys. TRUE true false FALSE
5. In the stories we read, only girls cook. TRUE true false FALSE
6. Boys like to study science more than girls do. TRUE true false FALSE
7. Boys and girls do the same things in gym. TRUE true false FALSE
8. Only boys do some school activities. TRUE true false FALSE
9. Boys get into trouble at school more often than girls. TRUE true false FALSE
10. Teachers like girls better than boys. TRUE true false FALSE
11. I would rather have a boy in charge of a project than a girl. TRUE true false FALSE

Form A

If the sentence is very true, circle "TRUE".
If the sentence is partly true, circle "true".
If the sentence is partly false, circle "false".
If the sentence is very false, circle "FALSE".

12. Girls are smarter than boys. TRUE true false FALSE

13. It is okay if a girl wants to build a birdhouse. TRUE true false FALSE

14. We have learned about famous men in school. TRUE true false FALSE

15. Girls in my class are usually good at reading. TRUE true false FALSE

16. Boys and girls play the same games during recess. TRUE true false FALSE

17. Boys and girls should have to follow the same rules in school. TRUE true false FALSE

18. It is okay if a boy wants to be a nurse. TRUE true false FALSE

19. I think the school district should give boys and girls the same opportunities. TRUE true false FALSE

20. Girls are better at sports than boys are. TRUE true false FALSE

Form B

6TH GRADE QUESTIONNAIRE

What school do you attend? *(Check (✓) your response)*

___ Arcadia

___ Delake

___ Eddyville

___ Mary Harrison

___ Oceanlake

___ Rose Lodge

___ Sam Case

___ Siletz

___ Taft

___ Waldport

___ Yachats

___ Yaquina View

Are you a boy or a girl? *(Circle one)* BOY GIRL

Please read the following sentences.
If the sentence is very true, circle "TRUE".
If the sentence is partly true, circle "true".
If the sentence is partly false, circle "false".
If the sentence is very false, circle "FALSE".

1. I am glad the school district is trying to give boys and girls the same opportunities. TRUE true false FALSE
2. In the stories we read, only boys build things. TRUE true false FALSE
3. Girls in my class are usually good at arithmetic. TRUE true false FALSE
4. The school library has a special place with books for girls. TRUE true false FALSE
5. I would like to learn more about famous men. TRUE true false FALSE
6. Only girls do certain school activities. TRUE true false FALSE
7. Girls get into trouble at school more often than boys. TRUE true false FALSE
8. Teachers like boys better than girls. TRUE true false FALSE
9. Girls are better leaders than boys. TRUE true false FALSE
10. Boys are smarter than girls. TRUE true false FALSE

Form B

If the sentence is very true, circle "TRUE".
If the sentence is partly true, circle "true".
If the sentence is partly false, circle "false".
If the sentence is very false, circle "FALSE".

11. It is O.K. if a girls wants to be a firefighter. TRUE true false FALSE

12. Boys and girls should have separate gym classes. TRUE true false FALSE

13. In the stories we read, girls are scientists. TRUE true false FALSE

14. Boys in my class are usually good at reading. TRUE true false FALSE

15. We have learned about famous women in school. TRUE true false FALSE

16. Boys and girls should have to follow the same rules in school. TRUE true false FALSE

17. It is okay if a boy wants to bake cookies. TRUE true false FALSE

18. Certain school activities should only be for boys. TRUE true false FALSE

19. Boys and girls should play the same games during recess. TRUE true false FALSE

20. Boys are better at sports than girls are. TRUE true false FALSE

Form A

8TH GRADE STUDENT QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

What school do you attend? *(Check (✓) your response)*

___ Eddyville Junior High
___ Lincoln Junior High
___ Siletz Junior High

___ Taft Junior High
___ Toledo Junior High
___ Waldport Junior High

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement. Please write in only one number, even if it is hard to decide.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ Dress codes are the same for boys and girls.

2. ___ I am glad the school district is trying to increase equity for boys and girls.

3. ___ There are some school clubs that only boys or girls should belong to.

4. ___ Boys receive more awards at school than girls do.

5. ___ Boys get into trouble at school more often than girls do.

6. ___ I get to participate in the sports that I want to.

7. ___ I would like to be class president.

8. ___ Teachers try to help girls do as well as boys in math.

9. ___ Girls and boys perform equally well at most jobs.

10. ___ Boys are reluctant to sign up for "girls' classes."

11. ___ Boys and girls do not treat each other as equals.

Form A

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

12. ___ Teachers include class projects on famous men.

13. ___ I would like to learn how changes in women's roles are affecting men.

14. ___ School sponsored activities should be open to both boys and girls.

15. ___ Boys' and girls' sports get the same amount of attention at our school.

16. ___ Girls are smarter than boys.

17. ___ It is silly for girls to learn about careers usually followed by men.

18. ___ It is more important for boys to get good grades than for girls.

19. ___ Certain sections of the library contain books mostly for girls.

20. ___ I am self-conscious in coed physical education classes.

21. ___ My counselor helps me sort out personal problems.

22. ___ If a boy said he wanted to become a nurse, other students would give him a hard time.

23. ___ There should be more school athletic activities for boys than there are now.

24. ___ The staff at this school treat boys and girls differently.

For this section, use the following code. Put the appropriate code number beside each class listed.

1 = nearly all boys
2 = more boys than girls
3 = about half boys and half girls
4 = more girls than boys
5 = nearly all girls

The following classes are offered as electives in high school. What do you think is the mix of students currently taking the classes?

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Journalism

___ Health occupations

___ Fisheries

___ Construction cluster

Form B

8TH GRADE STUDENT QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

What school do you attend? *(Check (✓) your response)*

___ Eddyville Junior High	___ Taft Junior High
___ Lincoln Junior High	___ Toledo Junior High
___ Siletz Junior High	___ Waldport Junior High

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement. Please write in only one number, even if it is hard to decide.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ Dress codes are the same for boys and girls.
2. ___ If I am treated unfairly in school because of my sex, there is nothing I can do about it.
3. ___ Girls get into trouble at school more often than boys do.
4. ___ Girls are less interested in sports than boys are.
5. ___ Teachers try to help boys do as well as girls in reading.
6. ___ Too much time and effort are being spent on sex equity.
7. ___ Co-ed physical education classes usually work out O.K.
8. ___ Intramural sports should be open to both boys and girls.
9. ___ Boys and girls should be treated the same as far as discipline is concerned.
10. ___ Boys need more athletic equipment than girls do.
11. ___ I think most teachers prefer to teach girls.

Form B

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

12. ___ If a girl said she wanted to become a construction worker, other students would give her a hard time.

13. ___ Boys are smarter than girls.

14. ___ It is more important for boys to go to college than girls.

15. ___ Certain sections of the library contain books mostly for boys.

16. ___ I would rather have a girl in charge of a project I am working on than a boy.

17. ___ Teachers include class projects on famous women.

18. ___ I would like to learn more about the contributions of men to our society.

19. ___ It is important for boys to consider marriage and family responsibilities when choosing a career.

20. ___ It is silly for boys to learn about careers usually followed by women.

21. ___ Cheerleading should be open to girls only.

22. ___ I like to watch the boys' sports teams.

23. ___ Teachers expect girls to do better in school than boys.

24. ___ Librarians should be women.

For this section, use the following code. Put the appropriate code number beside each class listed.

1 = nearly all boys
2 = more boys than girls
3 = about half boys and half girls
4 = more girls than boys
5 = nearly all girls

The following classes are offered as electives in the high school. What do you think is the ideal mix of the students in these classes?

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Journalism

___ Health occupations

___ Fisheries

___ Construction cluster

Form C

8TH GRADE STUDENT QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

What school do you attend? *(Check (✓) your response)*

___ Eddyville Junior High

___ Lincoln Junior High

___ Siletz Junior High

___ Taft Junior High

___ Toledo Junior High

___ Waldport Junior High

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement. Please write in only one number, even if it is hard to decide.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ Dress codes are the same for boys and girls.

2. ___ Teachers grade boys more strictly than they grade girls.

3. ___ Girls are reluctant to sign up for "boys' classes."

4. ___ We should study the changing roles of men and women.

5. ___ Students are not aware of laws related to sex equity.

6. ___ I like to have both girls and boys as friends.

7. ___ Teachers spend more time talking to boys than girls.

8. ___ It is important for girls to consider marriage and family responsibilities when choosing a career.

9. ___ Girls obey the rules better than boys do.

10. ___ I would like to learn how changes in men's roles are affecting women.

11. ___ I would like to be a cheerleader.

Form C

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

12. ___ Boys and girls should have the same opportunities for jobs outside of school.

13. ___ I would like to be a secretary or treasurer for my class.

14. ___ There should be more school athletic activities for girls than there are now.

15. ___ In school, we have talked about women in careers typically held by men.

16. ___ Teachers have discussed how changes in society affect opportunities for men and women.

17. ___ Bus drivers should be men.

18. ___ I would like to learn more about the contributions of women to our society.

19. ___ It is more important for a boy to find a high-paying job than it is for a girl.

20. ___ Boys and girls should have different physical education classes.

21. ___ I would rather have a boy in charge of a project I am working on than a girl.

22. ___ I would like to play on a team with both boys and girls.

23. ___ Boys and girls should be given the same information and choices for careers.

24. ___ I like to watch the girls' sports teams.

5

Form C

Below are seven statements about classes.

1. *I would like to take the class.*
2. *I'm not interested in the topic.*
3. *I would not do well in the class.*
4. *I probably won't be able to fit the class in my schedule.*
5. *None of my friends would take the class.*
6. *My parents wouldn't want me to take the class.*
7. *I would feel uncomfortable in the class.*

Each of the classes listed below is an elective in high school. For each class, write the number(s) of all of the above statements which tell how you feel about it. (For example, if you probably could not fit journalism into your schedule and were not interested in the topic, you would write 2, 4 in the blank space beside "Journalism.")

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Journalism

___ Health occupations

___ Fisheries

___ Construction cluster

Form A

HIGH SCHOOL STUDENT QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

What school do you attend? *(Check (✓) your response)*

___ Eddyville High School

___ Newport High School

___ Siletz High School

___Taft High School

___Toledo High School

___Waldport High School

What grade are you in? ___ 10th ___ 12th

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement. Please write in only one number, even if it is hard to decide.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ Dress codes are the same for boys and girls.
2. ___ I am glad the school district is trying to increase equity for boys and girls.
3. ___ There are some school clubs that only boys or only girls should belong to.
4. ___ Boys receive more awards at school than girls do.
5. ___ Boys get into trouble at school more often than girls do.
6. ___ I get to participate in the sports that I want to.
7. ___ I would like to be class president.
8. ___ Teachers try to help girls do as well as boys in math.
9. ___ Girls and boys perform equally well at most jobs.
10. ___ Boys are reluctant to sign up for "girls' classes."

Form A

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

11. ___ Boys and girls do not treat each other as equals.

12. ___ Teachers include class projects on famous men.

13. ___ I would like to learn how changes in women's roles are affecting men.

14. ___ School sponsored activities should be open to both boys and girls.

15. ___ Boys' and girls' sports get the same amount of attention at our school.

16. ___ Girls are smarter than boys.

17. ___ It is silly for girls to learn about careers usually followed by men.

18. ___ It is more important for boys to get good grades than for girls.

19. ___ Certain sections of the library contain books mostly for girls.

20. ___ I am self-conscious in coed physical education classes.

21. ___ My counselor helps me sort out personal problems.

22. ___ If a boy said he wanted to become a nurse, other students would give him a hard time.

23. ___ There should be more school athletic activities for boys than there are now.

24. ___ The staff at this school treat boys and girls differently.

For this section, use the following code. Put the appropriate code number beside each class listed.

1 = nearly all boys
2 = more boys than girls
3 = about half boys and half girls
4 = more girls than boys
5 = nearly all girls

The following classes are offered as electives in high school. What do you think is the mix of students currently taking the classes?

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Journalism

___ Health occupations

___ Fisheries

___ Construction cluster

Form B

HIGH SCHOOL STUDENT QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

What school do you attend? *(Check (✓) your response)*

___ Eddyville High School ___ Taft High School

___ Newport High School ___ Toledo High School

___ Siletz High School ___ Waldport High School

What grade are you in? ___ 10th ___ 12th

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement. Please write in only one number, even if it is hard to decide.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ Dress codes are the same for boys and girls.

2. ___ If I am treated unfairly in school because of my sex, there is nothing I can do about it.

3. ___ Girls get into trouble at school more often than boys do.

4. ___ Girls are less interested in sports than boys are.

5. ___ Too much time and effort are being spent on sex equity.

6. ___ Co-ed physical education classes usually work out O.K.

7. ___ Intramural sports should be open to both boys and girls.

8. ___ Boys and girls should be treated the same as far as discipline is concerned.

9. ___ Boys need more athletic equipment than girls do.

10. ___ I think most teachers prefer to teach girls.

Form B

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

11. ___ If a girl said she wanted to become a construction worker, other students would give her a hard time.

12. ___ Boys are smarter than girls.

13. ___ It is more important for boys to go to college than girls.

14. ___ Certain sections of the library contain books mostly for boys.

15. ___ Teachers try to help boys do as well as girls in reading.

16. ___ I would rather have a girl in charge of a project I am working on than a boy.

17. ___ Teachers include class projects on famous women.

18. ___ I would like to learn more about the contributions of men to our society.

19. ___ It is important for boys to consider marriage and family responsibilities when choosing a career.

20. ___ It is silly for boys to learn about careers usually followed by women.

21. ___ Cheerleading should be open to girls only.

22. ___ I like to watch the boys' sports teams.

23. ___ Teachers expect girls to do better in school than boys.

24. ___ Librarians should be women.

Form B

For this section, use the following code. Put the appropriate code number beside each class listed.

1 = nearly all boys
2 = more boys than girls
3 = about half boys and half girls
4 = more girls than boys
5 = nearly all girls

The following classes are offered as electives in the high school. What do you think is the ideal mix of the students in these classes?

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Journalism

___ Health occupations

___ Fisheries

___ Construction cluster

Form C

HIGH SCHOOL STUDENT QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

What school do you attend? *(Check (✓) your response)*

___ Eddyville High School
___ Newport High School
___ Siletz High School
___ Taft High School
___ Toledo High School
___ Waldport High School

What grade are you in? ___ 10th ___ 12th

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement. Please write in only one number, even if it is hard to decide.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ Dress codes are the same for boys and girls.
2. ___ Teachers grade boys more strictly than they grade girls.
3. ___ Girls are reluctant to sign up for "boys' classes."
4. ___ We should study the changing roles of men and women.
5. ___ Students are not aware of laws related to sex equity.
6. ___ I like to have both girls and boys as friends.
7. ___ Teachers spend more time talking to boys than girls.
8. ___ It is important for girls to consider marriage and family responsibilities when choosing a career.
9. ___ Girls obey the rules better than boys do.
10. ___ I would like to learn how changes in men's roles are affecting women.
11. ___ I would like to be a cheerleader.

Form C

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

12. ___ Boys and girls should have the same opportunities for jobs outside of school.

13. ___ I would like to be a secretary or treasurer for my class.

14. ___ There should be more school athletic activities for girls than there are now.

15. ___ In school, we have talked about women in careers typically held by men.

16. ___ Teachers have discussed how changes in society affect opportunities for men and women.

17. ___ Bus drivers should be men.

18. ___ I would like to learn more about the contributions of women to our society.

19. ___ It is more important for a boy to find a high-paying job than it is for a girl.

20. ___ Boys and girls should have different physical education classes.

21. ___ I would rather have a boy in charge of a project I am working on than a girl.

22. ___ I would like to play on a team with both boys and girls.

23. ___ Boys and girls should be given the same information and choices for careers.

24. ___ I like to watch the girls' sports teams.

Form C

Below are ten statements about classes. Find the statement that most accurately describes your plans for the class. Put the statement number in the blank next to the class. You may use each statement more than once.

1. **I have already taken the class.**
2. **I am currently taking the class.**
3. **I am planning to take the class.**
4. **I am not planning to take the class because I'm not interested.**
5. **I am not planning to take the class because I'm not good at it.**
6. **I am not planning to take the class because I can't fit it in my schedule.**
7. **I am not planning to take the class because none of my friends are.**
8. **I am not planning to take the class because my parents don't want me to.**
9. **I am not planning to take the class because I would feel uncomfortable.**
10. **I am not planning to take the class because of some other reason.**

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Journalism

___ Health occupations

___ Fisheries

___ Construction cluster

Form A

TEACHING STAFF QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

Directions: Use the scale below to indicate your level of agreement or disagreement with each statement. Place the number of your response next to each statement. For instance, if you strongly disagree with the statement, place a "1" in the space next to the statement; if you disagree somewhat, place a "2" in the space next to the statement, and so on.

Strongly Disagree (1)	Disagree Somewhat (2)	Agree Somewhat (3)	Strongly Agree (4)

___ 1. The changing roles of men and women should be studied as part of the school curriculum.

___ 2. I am using special methods in my interactions with students to promote sex equity.

___ 3. School materials are reviewed for sex bias before they are ordered.

___ 4. I would like to use special curriculum materials that are designed to help achieve sex equity.

___ 5. I am using special materials in my classroom to promote sex equity.

___ 6. Boys and girls should have different P.E. classes

___ 7. I need resource materials to promote sex equity.

___ 8. I would like to know how to supplement or revise materials if they are biased.

___ 9. I would like to learn some specific non-sexist teaching behaviors and strategies to use in interacting with students.

___10. I need to know how to recognize biased instructional materials.

___11. Intramural sports should be open to both boys and girls.

___12. Boys and girls should be treated the same as far as discipline is concerned.

___13. There is equal emphasis on boys and girls' sports at our school.

Strongly Disagree (1)	Disagree Somewhat (2)	Agree Somewhat (3)	Strongly Agree (4)

___14. Teachers expect more academic achievement from girls than from boys.

___15. Boys are more often encouraged to be leaders than are girls.

___16. The distribution of men and women in the various jobs at LCSD is not equitable.

___17. I would like to attend in-service training to learn more about sex equity goals.

___18. It is more important for a boy to find a high paying job than it is for a girl.

___19. Boys and girls should be given the same information and choices for careers.

___20. Boys and girls should receive about the same number of academic awards.

___21. Boys and girls should not play on the same athletic teams.

___22. Girls are usually the leaders in student groups.

___23. It is important for boys to consider marriage and family responsibilities when choosing a career.

___24. The same amount of money and attention should be given to boys' sports and to girls' sports.

___25. Sex equity programs will have little influence on the way boys and girls interact with each other.

___26. It is important for girls to consider marriage and family responsibilities when choosing a career.

Which of the following statements are true in LCSD?
(Check (✓) as many as apply)

___ a. Sex-role stereotypes in this community are firmly entrenched.

___ b. Existing programs and materials for achieving sex equity are inadequate.

___ c. Sex equity (Title IX) does not have real support in this community.

___ d. People won't change their behaviors and teaching techniques in order to achieve sex equity.

___ e. People are not really aware of Title IX legislation and what it means.

Form A

Which of the following statements are true in LCSD?
(Check (✓) as many as apply)

___ f. People don't know what to do about cases of sex discrimination.

___ g. Girls are reluctant to sign up for traditionally "boy's classes".

___ h. Boys are reluctant to sign up for traditionally "girls' classes".

___ i. People are willing to change their behaviors to achieve sex equity, but they don't really know how.

___ j. Boys and girls receive differential treatment from school staff.

___ k. The whole idea of equality in athletics is not a popular one in this community.

___ l. Employment practices in LCSD are a poor example of sex equity in action.

___ m. Boys and girls are not fully informed about the range of career choices that are available to them.

___ n. Employment opportunities are not equal for high school girls and boys.

___ o. Girls and boys do not receive equal treatment in disciplinary actions.

___ p. There is a stigma attached to participating in certain extra-curricular activities for girl students. *(Specify)* ____________
____
____

___ q. There is a stigma attached to participating in certain extra-curricular activities for boy students. *(Specify)* ____________
____
____

___ r. There are achievement differences between boys and girls.

___ s. Boys tend to receive more extra-curricular awards for achievements than girls do.

___ t. Girls have not been encouraged to have an interest in athletics as boys have.

___ u. Boys and girls do not treat each other as equals.

___ v. Too much time and effort are being spent on sex equity issues.

Form A

For each of the following elective classes, what is the ideal mix of girls and boys in the class? *Place the number of your response next to each class listed. For instance, if you think journalism classes should have more girls than boys, you would place a "4" next to journalism.*

1	*2*	*3*	*4*	*5*
Nearly All Boys	*More Boys Than Girls*	*About Half & Half*	*More Girls Than Boys*	*Nearly All Girls*

_____a. Journalism

_____b. Advanced Math

_____c. Home Economics

_____d. Office Occupations

_____e. Music

_____f. Chemistry

_____g. Art

_____h. Power Mechanics

What is the mix you think currently exists?

_____a. Journalism

_____b. Advanced Math

_____c. Home Economics

_____d. Office Occupations

_____e. Music

_____f. Chemistry

_____g. Art

_____h. Power Mechanics

Form A

ADMINISTRATION QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to improve sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

Directions: Use the scale below to indicate your level of agreement or disagreement with each statement. Place the number of your response next to each statement. For instance, if you strongly disagree with the statement, place a "1" in the space next to the statement; if you disagree somewhat, place a "2" in the space next to the statement, and so on.

Strongly Disagree (1)	Disagree Somewhat (2)	Agree Somewhat (3)	Strongly Agree (4)

___ 1. The changing roles of men and women should be studied as part of the school curriculum.

___ 2. I am using special methods in my interactions with students to promote sex equity.

___ 3. School materials are reviewed for sex bias before they are ordered.

___ 4. I would encourage the use of special curriculum materials that are designed to help achieve sex equity.

___ 5. I am using special materials in my building/department to promote sex equity.

___ 6. I would like to learn some specific non-sexist teaching behaviors and strategies to use in interacting with students.

___ 7. I need to know how to recognize biased instructional materials.

___ 8. Boys and girls should have different P.E. classes.

___ 9. Boys and girls should receive about the same number of academic awards.

___10. Boys and girls should not play on the same athletic teams.

___11. Sex equity programs will have little influence on the way boys and girls interact with each other.

___12. Girls are usually the leaders in student groups.

___13. Teachers expect more academic achievement from girls than from boys.

Form A

Strongly Disagree (1)	*Disagree Somewhat (2)*	*Agree Somewhat (3)*	*Strongly Agree (4)*

___14. Intramural sports should be open to both boys and girls.

___15. There is equal emphasis on boys' and girls' sports at our school.

___16. Boys are more often encouraged to be leaders than are girls.

___17. The distribution of men and women in the various jobs at LCSD is not equitable.

___18. It is more important for a boy to find a high paying job than it is for a girl.

___19. Boys and girls should be treated the same as far as discipline at school is concerned.

___20. I would like to attend in-service training to learn more about sex equity goals.

___21. The same amount of money and attention should be given to boys' sports and to girls' sports.

___22. It is important for boys to consider marriage and family responsibilities when choosing a career.

___23. Boys and girls should be given the same information and choices for careers.

___24. It is important for girls to consider marriage and family responsibilities when choosing a career.

Which of the following statements are true in LCSD?
(Check (✓) as many as apply).

___ a. Sex-role stereotypes in this community are firmly entrenched.

___ b. Existing programs and materials for achieving sex equity are inadequate.

___ c. Sex equity (Title IX) does not have real support in this community.

___ d. People won't change their behaviors and teaching techniques in order to achieve sex equity.

___ e. People are not really aware of Title IX legislation and what it means.

___ f. People don't know what to do about cases of sex discrimination.

Form A

Which of the following statements are true in LCSD?
(Check (✓) as many as apply).

___ g. Girls are reluctant to sign up for traditionally "**boys'** classes".

___ h. Boys are reluctant to sign up for traditionally "girls' classes".

___ i. People are willing to change their behaviors to achieve sex equity, but they don't really know how.

___ j. Boys and girls receive differential treatment from school staff.

___ k. The whole idea of equality in athletics is not a popular one in this community.

___ l. Employment practices in LCSD are a poor example of sex equity in action.

___ m. Boys and girls are not fully informed about the range of career choices that are available to them.

___ n. Employment opportunities are not equal for high school girls and boys.

___ o. Girls and boys do not receive equal treatment in disciplinary actions.

___ p. There is a stigma attached to participating in certain extra-curricular activities for girls. *(Specify)* ____________
____
____

___ q. There is a stigma attached to participating in certain extra-curricular activities for boy students. *(Specify)* ______________
____
____

___ r. There are achievement differences between boys and girls.

___ s. Boys tend to receive more extra-curricular awards for achievements than girls do.

___ t. Girls have not been encouraged to have an interest in athletics as much as boys have.

___ u. Boys and girls do not treat each other as equals.

___ v. Too much time and effort are being spent on sex equity issues.

Form A

For each of the following elective classes, what is the ideal mix of girls and boys in the class? *Place the number of your response next to each class listed. For instance, if you think journalism classes should have more girls than boys, you would place a "4" next to journalism.*

1	*2*	*3*	*4*	*5*
Nearly All Boys	*More Boys Than Girls*	*About Half & Half*	*More Girls Than Boys*	*Nearly All Girls*

_____a. Journalism

_____b. Advanced Math

_____c. Home Economics

_____d. Office Occupations

_____e. Music

_____f. Chemistry

_____g. Art

_____h. Power Mechanics

What is the mix you think currently exists?

_____a. Journalism

_____b. Advanced Math

_____c. Home Economics

_____d. Office Occupations

_____e. Music

_____f. Chemistry

_____g. Art

_____h. Power Mechanics

Form A

SCHOOL BOARD QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

Directions: Use the scale below to indicate your level of agreement or disagreement with each statement. Place the number of your response next to each statement. For instance, if you strongly disagree with the statement, place a "1" in the space next to the statement; if you disagree somewhat, place a "2" in the space next to the statement, and so on.

Strongly Disagree (1)	Disagree Somewhat (2)	Agree Somewhat (3)	Strongly Agree (4)

___ 1. The changing roles of men and women should be studied as part of the school curriculum.

___ 2. Intramural sports should be open to both boys and girls.

___ 3. Boys and girls should be treated the same as far as discipline at school is concerned.

___ 4. There is equal emphasis on boys' and girls' sports at our school.

___ 5. Teachers expect more academic achievement from girls than from boys.

___ 6. Boys and girls should not play on the same athletic teams.

___ 7. The same amount of money and attention should be given to boys' sports and to girls' sports.

___ 8. Boys and girls should have different P. E. classes.

___ 9. Girls are usually the leaders in student groups.

___10. Boys and girls should receive about the same number of academic awards.

___11. Boys are more often encouraged to be leaders than are girls.

___12. Boys and girls should be given the same information and choices for careers.

___13. Sex equity programs will have little influence on the way boys and girls interact with each other.

Form A

Strongly Disagree (1)	*Disagree Somewhat (2)*	*Agree Somewhat (3)*	*Strongly Agree (4)*

___14. The distribution of men and women in the various jobs at LCSD is not equitable.

___15. It is more important for a boy to find a high paying job than it is for a girl.

___16. It is important for boys to consider marriage and family responsibilities when choosing a career.

___17. I would like to attend a presentation to learn more about sex equity goals.

___18. It is important for girls to consider marriage and family responsibilities when choosing a career.

Which of the following statements are true in LCSD?
(Check (✓) as many as apply).

___ a. Sex-role stereotypes in this community are firmly entrenched.

___ b. Existing programs and materials for achieving sex equity are inadequate.

___ c. Sex equity (Title IX) does not have real support in this community.

___ d. People won't change their behaviors and teaching techniques in order to achieve sex equity.

___ e. People are not really aware of Title IX legislation and what it means.

___ f. People don't know what to do about cases of sex discrimination.

___ g. Girls are reluctant to sign up for traditionally "boys' classes".

___ h. Boys are reluctant to sign up for traditionally "girls' classes".

___ i. People are willing to change their behaviors to achieve sex equity, but they don't really know how.

___ j. Boys and girls receive differential treatment from school staff.

___ k. The whole idea of equality in athletics is not a popular one in this community.

Which of the following statements are true in LCSD?
(Check (✓) as many as apply).

___ l. Employment practices in LCSD are a poor example of sex equity in action.

___ m. Boys and girls are not fully informed about the range of career choices that are available to them.

___ n. Employment opportunities are not equal for high school girls and boys.

___ o. Girls and boys do not receive equal treatment in disciplinary actions.

___ p. There is a stigma attached to participating in certain extra-curricular activities for boy students. *(Specify)*_______________
____
____
____
____

___ q. There is a stigma attached to participating in certain extra-curricular activities for girl students. *(Specify)*_______________
____
____
____
____

___ r. There are achievement differences between boys and girls.

___ s. Boys tend to receive more extra-curricular awards for achievements than girls do.

___ t. Girls have not been encouraged to have an interest in athletics as boys have.

___ u. Boys and girls do not treat each other as equals.

___ v. Too much time and effort are being spent on sex equity issues.

Form A

For each of the following elective classes, what is the ideal mix of girls and boys in the class? *Place the number of your response next to each class listed. For instance, if you think journalism classes should have more girls than boys, you would place a "4" next to journalism.*

1	2	3	4	5
Nearly All Boys	More Boys Than Girls	About Half & Half	More Girls Than Boys	Nearly All Girls

____a. Journalism

____b. Advanced Math

____c. Home Economics

____d. Office Occupations

____e. Music

____f. Chemistry

____g. Art

____h. Power Mechanics

What is the mix you think currently exists?

____a. Journalism

____b. Advanced Math

____c. Home Economics

____d. Office Occupations

____e. Music

____f. Chemistry

____g. Art

____h. Power Mechanics

Form A

CLASSIFIED STAFF QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

Directions: Use the scale below to indicate your level of agreement or disagreement with each statement. Place the number of your response next to each statement. For instance, if you strongly disagree with the statement, place a "1" in the space next to the statement; if you disagree somewhat, place a "2" in the space next to the statement, and so on.

Strongly Disagree (1)	Disagree Somewhat (2)	Agree Somewhat (3)	Strongly Agree (4)

___ 1. The changing roles of men and women should be studied as part of the school curriculum.

___ 2. Boys and girls should be treated the same as far as discipline at school is concerned.

___ 3. Boys and girls should have different P. E. classes.

___ 4. The same amount of money and attention should be given to boys' sports and to girls' sports.

___ 5. Boys and girls should receive about the same amount of academic awards.

___ 6. Sex equity programs will have little influence on the way boys and girls interact with each other.

___ 7. Bus drivers should be men.

___ 8. Men are better at janitorial work than are women.

___ 9. Women make better school cooks than men do.

___10. The distribution of men and women in the various jobs at Lincoln County School District is not equitable.

___11. The school nurse should be a woman.

___12. I would like to attend a presentation to learn more about sex equity goals.

___13. It is more important for a boy to find a high-paying job than it is for a girl.

Form A

Strongly Disagree (1)	*Disagree Somewhat (2)*	*Agree Somewhat (3)*	*Strongly Agree (4)*

___14. Boys and girls should be given the same information and choices for careers.

___15. It is important for boys to consider marriage and family responsibilities when choosing a career.

___16. It is important for girls to consider marriage and family responsibilities when choosing a career.

Which of the following problems, if any, have you seen in Lincoln County School District? *(Check (✓) as many as apply).*

___ a. Sex-role stereotypes in this community are firmly entrenched.

___ b. Existing programs and materials for achieving sex equity are inadequate.

___ c. Sex equity (Title IX) does not have real support in this community.

___ d. People won't change their behaviors and teaching techniques in order to achieve sex equity.

___ e. People are not really aware of Title IX legislation and what it means.

___ f. People don't know what to do about cases of sex discrimination.

___ g. Girls are reluctant to sign up for traditionally "boys' classes".

___ h. Boys are reluctant to sign up for traditionally "girls' classes".

___ i. People are willing to change their behaviors to achieve sex equity, but they don't really know how.

___ j. Boys and girls receive differential treatment from school staff.

___ k. The whole idea of equality in athletics is not a popular one in this community.

___ l. Employment practices in LCSD are a poor example of sex equity in action.

___ m. Boys and girls are not fully informed about the range of career choices that are available to them.

___ n. Employment opportunities are not equal for high school girls and boys.

Form A

Which of the following problems, if any, have you seen in LCSD?
(Check (✓) as many as apply).

___ o. Girls and boys do not receive equal treatment in disciplinary actions.

___ p. There is a stigma attached to participating in certain extra-curricular activities for girl students. *(Specify)* ____________

___ q. There is a stigma attached to participating in certain extra-curricular activities for boy students. *(Specify)* ____________

___ r. There are achievement differences between boys and girls.

___ s. Boys tend to receive more extra-curricular awards for achievements than girls do.

___ t. Girls have not been encouraged to have an interest in athletics as boys have.

___ u. Boys and girls do not treat each other as equals.

___ v. Too much time and effort are being spent on sex equity issues.

Form A

COMMUNITY/SERVICE CLUB QUESTIONNAIRE

Lincoln County School District is currently involved in designing a project to increase sex equity in schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

Directions: Use the scale below to indicate your level of agreement or disagreement with each statement. Place the number of your response next to each statement. For instance, if you strongly disagree with the statement, place a "1" in the space next to the statement; if you disagree somewhat, place a "2" in the space next to the statement, and so on.

Strongly Disagree (1)	*Disagree Somewhat (2)*	*Agree Somewhat (3)*	*Strongly Agree (4)*

___ 1. Boys and girls should have the same opportunities for jobs outside of school.

___ 2. Boys and girls should not play on the same athletic teams.

___ 3. Boys and girls should be treated the same as far as discipline at school is concerned.

___ 4. The distribution of men and women in the various jobs at Lincoln County School District is not equitable.

___ 5. It is important for girls to consider marriage and family responsibilities when choosing a career.

___ 6. The same amount of money and attention should be given to boys' sports and to girls' sports.

___ 7. The changing roles of men and women should be studied as part of the school curriculum.

___ 8. Sex equity programs will have little influence on the way boys and girls interact with each other.

___ 9. Boys and girls should be given the same information and choices for careers.

___10. It is important for boys to consider marriage and family responsibilities when choosing a career.

___11. Boys and girls should have different physical education classes.

___12. There is equal emphasis on boys' and girls' sports at our school.

Form A

Strongly Disagree (1)	*Disagree Somewhat (2)*	*Agree Somewhat (3)*	*Strongly Agree (4)*

___13. Boys and girls should receive about the same number of academic awards.

___14. It is more important for a boy to find a high-paying job than it is for a girl.

___15. I would like to attend a presentation to learn more about sex equity goals.

Which of the following statements are true in Lincoln County School District? *(Check (✓) as many as apply).*

___ a. Sex-role stereotypes in this community are firmly entrenched.

___ b. Existing programs and materials for achieving sex equity are inadequate.

___ c. Sex equity (Title IX) does not have real support in this community.

___ d. People won't change their behaviors and teaching techniques in order to achieve sex equity.

___ e. People are not really aware of Title IX legislation and what it means.

___ f. People don't know what to do about cases of sex discrimination.

___ g. Girls are reluctant to sign up for traditionally "boys' classes."

___ h. Boys are reluctant so sign up for traditionally "girls' classes."

___ i. People are willing to change their behaviors to achieve sex equity, but they don't really know how.

___ j. Boys and girls receive differential treatment from school staff.

___ k. The whole idea of equality in athletics is not a popular one in this community.

___ l. Employment practices in Lincoln County School District are a poor example of sex equity in action.

___ m. Boys and girls are not fully informed about the range of career choices that are available to them.

___ n. Employment opportunities are not equal for high school girls and boys.

Form A

Which of the following statements are true in LCSD?
Check (✓) as many as apply).

___ o. Girls and boys do not receive equal treatment in disciplinary actions.

___ p. There is a stigma attached to participating in certain extra-curricular activities for girl students. *(Specify)* ______________________________

___ q. There is a stigma attached to participating in certain extra-curricular activities for boy students. *(Specify)* ______________________________

___ r. There are achievement differences between boys and girls.

___ s. Boys tend to receive more extra-curricular awards for achievements than girls do.

___ t. Girls have not been encouraged to have an interest in athletics as boys have.

___ u. Boys and girls do not treat each other as equals.

___ v. Too much time and effort are being spent on sex equity issues.

Form A

For each of the following elective classes, what is the ideal mix of girls and boys in the class? *Place the number of your response next to each class listed. For instance, if you think journalism classes should have more girls than boys, you would place a "4" next to journalism.*

1	2	3	4	5
Nearly All Boys	More Boys Than Girls	About Half & Half	More Girls Than Boys	Nearly All Girls

____a. Journalism

____b. Advanced Math

____c. Home Economics

____d. Office Occupations

____e. Music

____f. Chemistry

____g. Art

____h. Power Mechanics

What is the mix you think currently exists?

____a. Journalism

____b. Advanced Math

____c. Home Economics

____d. Office Occupations

____e. Music

____f. Chemistry

____g. Art

____h. Power Mechanics

Form A

COMMUNITY/BUSINESS TELEPHONE INTERVIEW

Sex of respondent ______ M ________ F

Introduction: "My name is ____________________, and I represent the Community Advisory committee for the Educational Equity Project. In order to help determine how the Lincoln County Community feels about the issue of sex equity, we are asking you to answer a few questions. We are defining Sex Equity in order to help you in answering the questions. Sex Equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities.

1. Are you familiar with sex equity (Title IX) legislation? If no, explain: Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex against students and any employee of a school receiving federal financial assistance.

2. Do you think that people in this community are in favor of sex equity legislation? Why?

3. Do you think that the changing roles of men and women should be studied as part of the school curriculum? Why?

4. If you were going to hire a student to work in your business, would you prefer to hire a girl or a boy? Why?

5. Do you think that girls and boys should be given the same information and choices for careers? Why?

6. On standardized achievement tests, girls usually perform better on the reading and English sections while boys perform better on math sections. Do you think teachers should make an effort to equalize these achievement differences? Why?

7. Do you think it is important for girls to consider marriage and family responsibilities when choosing a career? For boys?

8. An aspect of Title IX that has received considerable attention is the area of athletics. Do you feel that more money and attention should be given to boys' sports? Why?

9. Do you think girls should be allowed to sign up for classes that are traditionally "boys' classes" (such as auto mechanics)? Why?

Form A

RECENT GRADUATE QUESTIONNAIRE

Dear Graduate,

Lincoln County School District is currently involved in designing a project to increase sex equity in the schools. Sex equity is the fair and equal treatment of both sexes in order to promote equal educational and employment opportunities. We would like you to answer the following questions to help us determine how the project can best meet this goal.

Please fill out this questionnaire and return to LCSD in the enclosed envelope.

What are you currently doing? *(Check (✓) all that apply).*

( ) Going to school full-time
( ) Working full-time
( ) Working at home full-time
( ) Going to school part-time
( ) Working part-time
( ) Looking for work
( ) Other

Are you ___ female or ___ male?

For this section of the questionnaire, please use the following code to indicate how much you agree or disagree with the statements. Write the appropriate number in the blank before the statement.

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

1. ___ I am glad the school district is trying to increase equity for boys and girls.

2. ___ We should study the changing roles of men and women.

3. ___ I would like to learn more about the "women's movement".

4. ___ In high school, boys should take more math and science classes than girls take.

5. ___ Students are unaware of laws related to sex equity.

6. ___ Boys are naturally better than girls in math.

7. ___ Teachers spent more time talking to boys than girls.

8. ___ Boys should consider marriage and family responsibilities when choosing a career.

Form A

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

9. ___ Boys got into trouble at school more often than girls do.

10. ___ Boys were better leaders than girls.

11. ___ If a girl wanted to become a construction worker, other students would have given her a hard time.

12. ___ Girls were reluctant to sign up for "boys' classes."

13. ___ Girls were less interested in athletics than boys were.

14. ___ Teachers treated girls and boys the same way.

15. ___ Students gave men teachers a hard time.

16. ___ This community strongly believes that men have certain roles and women have other roles.

17. ___ Boys and girls did not treat each other as equals.

18. ___ Too much time and effort are being spent on sex equity.

19. ___ Boys and girls should have the same career opportunities.

20. ___ I would rather have a girl in charge of a project I am working on than a boy.

21. ___ It is harder for men to get along in today's society than women.

22. ___ The athletic program at this district interested me.

23. ___ I would like to learn how changes in women's roles are affecting men.

24. ___ Students talked back to women teachers.

25. ___ Girls were more often discipline problems at school than were boys.

26. ___ Students knew what to do if they were treated unfairly because of their sex.

27. ___ I would like to have learned more about the contributions of women to our society.

28. ___ This school district treated boys and girls differently.

29. ___ There should be more school athletic activities for girls.

Form A

1 = Strongly Disagree: the opposite of the statement is true.
2 = Somewhat Disagree: the statement is mostly false.
3 = Somewhat Agree: the statement is mostly true.
4 = Strongly Agree: the statement is definitely true.

30. ___ Teachers should try to help boys do as well as girls in reading.

31. ___ If I am treated unfairly because of my sex, there is nothing I can do about it.

For this section, use the following code. Put the appropriate code numbers next to each class listed.

1 = nearly all boys
2 = more boys than girls
3 = about half boys and half girls
4 = more girls than boys
5 = nearly all girls

What do you think is the ideal mix of students in the following elective classes?

___ Office occupations

___ Music

___ Chemistry

___ Power mechanics

___ Speech

___ Modern problems

___ Health occupations

___ Fisheries

___ Construction cluster

Thank you for your assistance.

Appendix D

Lincoln County Newspaper Questionnaire Results

NEEDS ASSESSMENT

LINCOLN COUNTY NEWSPAPER QUESTIONNAIRE

QUESTION		YES	NO	OTHER
1. I think schools have different academic expectations for boys and girls.	Males	2	3	
	Females	11	2	
2. I think schools should have different academic expectations for boys and girls.	Males		5	
	Females	1	12	
3. I support girls and boys exploring non-traditional career choices.	Males	3	2	
	Females	13		
4. I believe that girls and boys are equally prepared by Lincoln County Schools to pursue careers of their choice.	Males	2	1	1
	Females	2	8	
5. I think that local employers do hire equally regardless of sex.	Males	3	2	
	Females	3	8	1
6. I think that employers should hire equally regardless of sex.	Males	3	1	
	Females	12	1	
7. I am glad that the schools are trying to increase equality for boys and girls.	Males	4		
	Females	13		

Appendix E

Community/Business Telephone Interview Results

NEEDS ASSESSMENT
LINCOLN COUNTY SCHOOL DISTRICT
COMMUNITY/BUSINESS TELEPHONE INTERVIEW

FEMALE RESPONSES

QUESTION #1. *Are you familiar with sex equity (Title IX) legislation? If no, explain: Title IX of the Educational Admendments of 1972 prohibits discrimination on the basis of sex against students and any employee of a school receiving federal financial assistance.*

ANSWERS:

No
No
No
No
Yes
Yes
Yes
No
No
No
No
No
No
No
No
No
Yes

QUESTION #2. *Do you think that people in this community are in favor of sex equity legislation? Why?*

ANSWERS:

No opinion.
If not, should be --times are changing.
Don't know but personally is.
Yes and no -- probably women in favor of it and men are against it.
Yes. Everyone wants to give their children equal opportunities.
No. Old fashioned views.
Yes. Times are changing in a positive direction, "finally".
Yes -- most are women and professional people.
Yes -- people are more aware of women's rights.
Yes.
No.
No -- not working out -- shouldn't force it either.
No -- don't know.
Yes.
Don't know - can't say.
Yes - they should be.
Don't know.

NEEDS ASSESSMENT/LINCOLN COUNTY SCHOOL DISTRICT
COMMUNITY/BUSINESS TELEPHONE INTERVIEW
FEMALE RESPONSES

QUESTION #3. *Do you think that the changing roles of men and women should be studied as part of the school curriculum? Why?*

ANSWERS:

Schools should go back to basics (3R's) and forget "special studies". Schools waste too much time now.
Not specifically - concentrate on basic skills.
Read, spell first!
Yes -- women's rights will not always be learned at home.
Not with a great deal of emphasis - make them aware though.
Not sure -- but could incorporate it.
Yes -- but through career options so everyone feels equal.
Yes -- this is the 1980's.
No -- children should be taught at home.
Not important.
Yeh -- good idea.
Suppose so if it is not part of current events.
No. I don't like to answer questions yes or no without thinking about them - then hung up.
Yes -- any preparation.
Not necessary - can't say.
Don't know - the kids already know about it.
Yes.

QUESTION #4. *If you were going to hire a student to work in your business, would you prefer to hire a girl or a boy? Why?*

ANSWERS:

It would not matter -- would pick most qualified person.
Don't know.
No preference.
Either -- both could do the job.
Would not care.
Would not matter.
Whoever can handle the job best.
Prefer to hire whoever is qualified.
Makes no difference -- depends who is qualified.
Depends on qualifications of job (no elaboration)
Boy - we own a gas station.
Sex not important.
Abilities only considered.
No matter -- hire on qualifications.
No difference -- would consider qualifications only.
Qualifications.

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FEMALE RESPONSES

QUESTION #5 Do you think that girls and boys should be given the same information and choices for careers? Why?

ANSWERS:

Yes. Both sexes should be given equal opportunity. Women often are sole support of family. Women should be financially secure.
Yes. Both have goals.
Sure, they have just as much right to learn.
Yes. Because women can do as much as any man.
Yes. Only fair thing to do.
Absolutely! They are equal.
Most definietly. Both should be aware of everything they desire.
Yes. Everyone should have equal opportunities.
Yes - they are equal to boys in every respect.
Yes -- equal opportunities for both.
Yes -- we're equal.
Yes -- girls should be able to choose.
Yes -- brains are the same.
Yes -- why not.
Yes -- except no girl football players.
Yes, based on qualifications.

QUESTION #6: On standardized achievement tests, girls usually perform better on the reading and English sections while boys perform better on math sections. Do you think teachers should make an effort to equalize these achievement differences? Why?

ANSWERS:

No real opinion. She feels boys excell in sports and that women are stereotyped.
Yes -- too much concentration on math for boys.
Don't see why.
Yes. All kids should have a chance to learn equally.
Hopefully, they would already be doing their best.
Kids are made to feel the difference is okay.
I hope all students get all information to perform to their best ability.
Not sure teachers could equalize it. Society creates difference.
No -- education is equal in teaching from beginning; it would not matter.
No -- education is equal in teaching from beginning; it would not matter.
No -- same opportunities are given to both already.
Yes - should have an equal opportunity.
Yes -- better chance.
No -- each has done best -- not up to teacher.
Equal opportunities already exist - burden shouldn't be on teacher.
Yes -- all areas are important to everyone.
Yes -- should try.

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FEMALE RESPONSES

QUESTION #7. *Do you think it is important for girls to consider marriage and family responsibilities when choosing a career? For boys?*

ANSWERS:

Yes, for both boys and girls if they are marrying kind. Too many men desert their families for work.
Yes -- yes.
No -- no.
Yes -- yes.
No. Yes.
Yes -- yes.
Yes - not in the way they used to.
Yes - yes.
Yes -- yes.
Yes -- yes.
Yes -- yes.
Yes -- yes.
Yes -- yes.
Sure -- sure.
Yes -- yes. Marriage and families are a big responsibility.
It's a person's choice how they want to consider marriage and family.

QUESTION #8. *An aspect of Title IX that has received considerable attention in the area of athletics. Do you feel that more money and attention should be given to boys' sports? Why?*

ANSWERS:

Too much money is spent on sports. So back to basics. If any money left over, spend it on sports.
No - both should have same chances.
No -- should be equal. We've been very unfair in the past.
No -- likes to see girls in sports as much as boys.
No -- emphasis should be equal.
No -- they are each equal.
No -- should have same opportunities.
No -- girls are interested in sports as much as boys.
Yes -- boys are more athletic minded.
No -- equal choices are available.
No -- girls should have their sports, too.
No -- hard. It should eventually equal out within time but it shouldn't be forced.
No -- girls in football I'm not sure about.
No -- equal $ spent for both.
Yes -- boys can do better in most sports. I think they should have that - can spend money on girls though.
Yes, this is fair. Agree $ ratio to whom participated. Girls have been neglected.

NEEDS ASSESSMENT/LINCOLN COUNTY SCHOOL DISTRICT
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FEMALE RESPONSES

QUESTION #9. *Do you think girls should be allowed to sign up for classes that are traditionally "boys' classes" (such as auto mechanics)? Why?*

ANSWERS:

YES!!! Women have been ripped off too long by mechanics especially because of ignorance. Women should also be trained in construction or anything turns them on. The same for boys.
Yes -- girls should learn to take care of themselves and not depend on boys all their life.
Of course -- we have got to quit being so ridiculous about it.
Yes -- same as career; they can handle it.
Yes -- if they want. Because it is discriminatory if they aren't allowed to.
Yes.
Certainly. Roles are changing.
Sure.
Yes -- a girl should know how to take care of a car.
Yes -- when interest in their classes shouldn't be denied.
Yes -- important for girls to know.
Yes -- girls need to know that stuff.
Yes -- each to interest.
Sure -- girls should be able to if they want to - but not forced.
Yes - good skill to know for everyone.
Yes - just as capable; many are mechanically minded.

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LINCOLN COUNTY SCHOOL DISTRICT
COMMUNITY/BUSINESS TELEPHONE INTERVIEW

MALE RESPONSES

QUESTION #1. *Are you familiar with sex equity (Title IX) legislation? If no, explain: Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex against students and any employee of a school receiving federal financial assistance.*

ANSWERS:

Respondent hung up on me. Said his household was the wrong one to be calling for information; that I should call Mr. James Carter!
Yes.
No.
No.
No.
No.
No.
Vaguely
No.
No answer.
No.
No.
No.
No.
No.
No.
No.
Respondent hung up on me.

QUESTION #2. *Do you think that people in this community are in favor of sex equity legislation? Why?*

ANSWERS:

Yes, because I am.
Yes, because sex equity legislation would be beneficial to school district employees. Interviewee mentioned that he knows of a woman in town who runs a cat, and several women drive log trucks.
Don't know. Haven't thought about it.
Don't know.
Probably -- people are more aware of equal rights today.
Wouldn't have any idea.
Not sure -- hopes so, we need to stop discrimination.
Yes -- People are more broad-minded today.
Don't know -- not familiar with community.
Yes.
Yes -- society's changing.
Yes, legally minded.
Yes -- reasonable.
Yes -- more young people.
No -- don't legislate everything.
Majority -- no -- feeling.

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MALE RESPONSES

QUESTION #3. *Do you think that the changing roles of men and women should be studied as part of the school curriculum? Why?*

ANSWERS:

Yes. Women are engaging in a lot of business activities that they didn't used to. (Interviewee used the terms "ladies" and "girls" much more often than he used "women" or females.")
Yes. There are some places a woman shouldn't be working, such as in construction. It is dangerous. A woman is more apt to get hurt than a man. Also, there should be more women teachers and less men teachers.
Not really -- should be concerned with regular classes
Yes.
No -- they should make students aware in other ways.
Not at all. More emphasis on 3 R's.
Lightly but no in depth study. Should be practiced in home.
(No answer)
No. It should be learned at home.
Yes -- women take an important part today.
Yes -- society's changing.
Yes -- country has needed this in the last two decades.
High school/ not too low.
Yes -- don't know why.
No -- back to basics - don't spend school time with (expletive).
Yes - it's reality, "examined" but no "preached".

QUESTION #4. *If you were going to hire a student to work in your business, would you prefer to hire a girl or a boy? Why?*

No preference. Open to hiring either sex. Depends on qualifications of individual applicant.
No response. The laws are so "tight" that he can't hire a student, even one with a work permit.
Wouldn't matter as long as they are capable of the job.
Don't know --whoever is most qualified.
Wouldn't matter.
Boy would have more strength.
No answer.
Boy -- girls could not handle the heavy freight.
Won't matter as long as both can do the work.
Boy -- in logging, it's hard for girls.
Boy -- hard work (fishing). If it's a healthy and big enough woman, okay.
No difference.
Ability only.
Depends on qualifications of individual.
Depends on position - won't elaborate.
Initially inclined to say girl -- girls are more ready to deal with people.

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MALE RESPONSES

QUESTION #5. *Do you think that girls and boys should be given the same information and choices for careers? Why?*

ANSWERS:

Yes.
Yes. As stated above, there are some things a woman can't do that a man can, but girls should still have equal opportunity and choices.
Certainly -- both can do same work.
Yes -- equally important.
Yes. Because girls have equal rights in job opportunities.
Absolutely -- fair is fair.
Of course. They have the same rights.
Sure. It would be only fair to give same choices.
Yes, becuase it's important.
Yes/no -- depends what they're (men, women) good at.
Yes -- no difference.
Information in whatever.
Yes -- God created us equal.
Yes -- education for everybody.
Yes -- informed choice.

QUESTION #6. *On standardized achievement tests, girls usually perform better on the reading and English sections while boys perform better on math sections. Do you think teachers should make an effort to equalize these achievement differences? Why?*

ANSWERS:

Yes, with qualifications. He recalled himself as a student, said "that's been the way it's been for a long time, and it will continue to be that way." Said it would be very difficult for a teacher to try to change the differences in students on their achievement test scores. A teacher could attempt to do so; it wouldn't hurt.
No, yes or no response. Interviewee felt that girls will perform better on reading and English and boys will perform better on math, and nothing teachers can do will change this.
No -- kids will always show their natural capabilities.
Yes -- only fair.
No -- don't think there is much difference.
Don't know why it wouldn't already be done.
Don't know.
Yes -- same opportunities. They should be pushed equally.
No -- kids are doing what they can.
Would help in long run.
Yes -- better education for both sexes.
Product of the way they're raised.
Teachers have fallen down on r & w - can improve.
Yes -- teachers do not treat boys and girls the same (recent grad).
No -- tests abilities of each student, don't force it.
Qualified no -- give information to all, atlthough there are basic differences in brains boys/girls. Boys are more left-brain inclined than girls.

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MALE RESPONSES

QUESTION #7.	*Do you think it is important for girls to consider marriage and family responsibilities when choosing a career? For boys?*
ANSWERS:	Yes. Yes. Also strongly feels that high school and even college are too early to determine what a person wants to do for rest of life. Recommends spending a couple of years after high school doing different jobs to try and decide what one really wants to do. Mentioned that he has 3 college educated employees who are working as carpenters. Two of those previously held professional positions. Yes. Yes. Yes. Yes. Yes. Yes. Yes. Yes. Yes. Yes. Not really. Boys -- yes. Yes - yes. Absolutely for both. Yes. Yes. Works both ways. Yes -- yes. Not necessarily, depends -- no. Yes (logical). No -- yes -- both should consider that and themselves. No -- no. Yes -- yes.
QUESTION #8.	*An aspect of Title IX that has received considerable attention is the area of athletics. Do you feel that more money and attention should be given to boys' sports? Why?*
ANSWERS:	No. Personally feels that too much attention, money and time is devoted to athletics as it now stands. No. Girls are good athletes, too. They should have the right to be participants, but not in football. No. Should be equal. No. No -- girls like sports as well as boys -- but may be different. Not necessarily -- both enjoy sports. No -- it should be 50-50. Girls should have same chance. No -- girls have the same rights in athletics. Yes -- boys are more prone to be athletic. Don't think so -- too much emphasis on sports period. No - $ spent equally between boys and girls. Not necessarily - likes girls' volleyball - equal spent on women's sports - depends on community. No - less $ althogether. No - equal $ on both/not guys primarily. No -- too expensive now. Less $ and attention to all sports.

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MALE RESPONSES

QUESTION #9. *Do you think girls should be allowed to sign up for classes that are traditionally "boys' classes" (such as auto mechanics)? Why?*

ANSWERS:

Yes, and vice-versa. Mentioned (in conjunction with question reading a recent Readers' Digest article which stated that ballet was rated as the most stringent of all physical activities. Interviewee used this example to show that boys should be encouraged to participate in traditional female events.

(Comment: Said he would hire either a man or a woman to work for him. Also, he is pleased with a school district policy of allowing some high school students who work in the the summertime to get a credit. He has one student-employee who has worked for him for seveal summers. By writing a letter stating the student's responsibilities and duties and performance, the student received a credit. He thinks this policy is great, and tied in to his response to question #7 to support his opinion.

Yes.

Of course -- a girl should know how to change a flat as well as a boy to fry an egg.

Yes -- as well as boys in girls' classes.

Certainly -- Boys should take home economics as well.

Yes. Should have same opportunities.

Sure. Girls and boys should learn all aspects of both traditional M/F roles.

Yes, very definitely. Girls need to know how to take care of cars, too.

Yes. Only fair to give some choices.

Sure. They should know as much as boys in this area.

Yes - sometimes girls have better aptitude.

Yes - It took home ec. Depends on interests - just great! I'm an equal-minded guy.

Yes, anything they can.

Yes -- why not?

Yes -- girls enjoy some classes more - should have chance. (Hung up at end)

Yes, girls should be allowed to take classes but not encouraged to buck the system.